

## UNIT REPORT

**Annual Report - College of Education**

Generated: 7/23/18, 8:29 AM

## College of Education

### Annual Report: Cato College of Education

**NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:****A1. Highlights Related to AA Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.:**

The Cato College of Education prepares teachers, counselors, and school leaders. All programs focus on civic responsibility. Many programs put interns into settings during their program that specifically address civic responsibility. We have made major changes in addressing the needs of students of poverty, including placing student teachers in schools serving children of poverty.

A few other highlights related to our programs include:

1. The College of Education leads the university in number of courses that are Quality Matters certified.
2. The teacher preparation programs launched its inaugural institute to better prepare teachers.
3. Several faculty members won awards related to Goal 1:
  - Dr. Scott Kissau, MDSK Department Chair and Director of the Foreign Language Education Program, was recipient of the Anthony Papalia Award for Excellence in Teacher Education, a national award given to one foreign language teacher educator per year from the American Council on the Teaching of Foreign Languages.
  - Dr. Erik Byker was selected as a Global Teacher Education Fellow (one of five nationally), which will allow him to participate in professional development opportunities to design a Global Education Classroom for our candidates.
  - Dr. Chance Lewis was the 2016 recipient of the prestigious Harshini V. de Silva Graduate Mentor Award.
  - Drs. Ayesha Sadaf and Beth Oyarzun received the 2016 Online Learning Consortium (OLC) Effective Practice Award for her Enhancing Cognitive Presence in Online Case Discussions with Question Based on the Practical Inquiry Model. Dr. Foxx voted 2015-2016 Counselor Educator of the Year Award sponsored by the North Carolina School Counselor Association.
4. Several alumni and students won awards:
  - Alumna Dr. Tisha Greene, principal of the Oakhurst STEAM Academy has received the 2017 Outstanding Administrator Award from the North Carolina Science, Mathematics, and Technology Education (SMT) Center. The award recognizes outstanding contributions by an administrator in advancing STEM education in North Carolina.
  - David Switzer (Alumni) for UCEA Excellence in Educational Leadership Award.
  - One MA student in the Addiction Concentration received the grant from National Board for Certified Counselors Minority Fellowship Program (NBCC MFP). This program supported by the Substance Abuse and Mental Health Services Administration (SAMHSA). Student received \$11,000 as a result of her ability to demonstrate knowledge of and experience with racially and ethnically diverse populations. Student also had to commit to providing substance abuse and addictions counseling services to underserved minority populations.
  - The following students won the Jim Patterson Award: Ami Camp, PhD student, Laura Deasey, CMHC student and Emili Pickenpaugh, CMHC student (1k each). Donna Harrell, SCH, Pat Joplin, ADC student and Jennifer O'Brien, SCH student won the Sheila McCullough Scholarship (1K each).

**A2. Highlights Related to AA Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.:**

Program highlights include:

- Nine students were admitted into the inaugural class of the Education Research, Measurement and Evaluation PhD.
- Two Graduate Certificates were approved during the 2016-2017 academic year: (a) Graduate Certificate in University and College Teaching and (b) Graduate Certification in Quantitative Analyses. Both programs will start admitting students in fall 2017. (2.02c)
- The revised Ed.D. Higher Education Concentration was launched in summer 2016. (2.01a)

- The M.Ed. in Curriculum and Supervision was revised to include a higher education focus--all changes were approved in March 2017. The program will be launched in fall 2018. This program, which includes courses that are cross-listed with the doctoral program, will increase our class sizes. (2.01a)
- Five Instructional Systems Technology Courses received Quality Matters certification in 2016 (EIST 6170, EIST 6101, EIST 6110, EIST 6120, and EIST 6135). (2.02c)
- The IST program numbers increased from 26 students in spring 2015 to 80 students in spring 2017. (2.02b)
- MSA launched an initiative to recruit under-represented Latino/a candidates for our MSA and PCER Programs. Five students were admitted to the Aspiring High School Principals' Program for the 2017 academic year and 1 Latino student was selected as a NC Principal Fellow. (2.02b)

Faculty awards are one major highlight of Goal 2:

- Dr. Bob Algozzine was named the 2017 First Citizen Scholar. (3.1c)
- Dr. Ryan Miller was selected for the Early Career Faculty Workshop sponsored by ASHE and the Council on Advancement of Higher Education Programs (CAHEP)
- A paper presented by Dr. Tina Heafner and Dr. Teresa Petty entitled, "Comparing Formative Supports of Graduate Candidates in Online and Face-to-Face Teacher Preparation Programs," received the SITE 2016 Outstanding Paper Award at the 2016 conference of the Society for Information Technology & Teacher Education.
- The SPCD doctoral program was recognized by data from the Provost as being the IHE with the second largest number of doctoral graduates in Special Education in the nation. Data also
- showed the program to rank high in terms of external grant dollars secured and publications by faculty
- Faculty continue to publish in high-impact journals, including the following:

*Counselor Education and Supervision, The Professional Counselor, Education and Treatment of Children, Exceptional Children, Journal of Special Education, Remedial and Special Education, Review of Educational Research, Early Childhood Research Quarterly, School Science and Mathematics, Journal of Research in Science Teaching, Journal of Educational Research, Journal of Social Studies, and Reading Research Quarterly.*

### **A3. Highlights Related to AA Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.:**

COED and CHHS offered the first LatinX conference on mental health for Latin community in the region. Nearly 200 people came to the conference, a first of its kind.

Faculty members and graduate students in Elementary Education and Special Education participated in a community summer reading camp to raise reading proficiency of low-income African American and Latino children who struggle with reading. Results were significant and the evaluation process, led by Dr. Kristen Beach, viewed by Read Charlotte as one of the best in the community.

Dr. Heather Coffey worked with the Renaissance West Community in West Charlotte, planning and facilitating monthly community out-of-school time events around literacy development and technology. In summer 2016, she secured funding through the NC Humanities Council to provide a digital writing summer camp for adolescent residents of the community. Dr. Coffey has also partnered with Advent Lutheran Church in the College Downs community. Her students in LBST 2215 provide service to the Room in the Inn program, which offers temporary housing and nourishment for homeless members of the greater-Charlotte community.

Three teacher preparation programs required that teacher candidates tutor pupils in K12 classrooms as part of their program requirements.

We established the Engagement Council that works to: 1) raise enrollment, 2) invite more faculty to work in the community, and 3) place more student teachers in our most challenging schools.

Faculty Awards Related to Goal 3:

- Dr. Harden was also the recipient of the Leadership Charlotte Unsung Hero Award.

### **B. Examples of Data-Based Improvements During the Year:**

1. Based on data from the university's inaugural charrette which focused on the College of Education, the UNC data dashboard (our graduates' pupil achievement scores, alumni evaluations), school leader stakeholder focus groups, focus group interviews of all student teachers, licensure exam rates, observations of student teachers, and more, all teacher preparation programs in the COED have launched an initiative that will lead to a total redesign of how we prepare teachers.

2. Based on survey feedback and course evaluations, the Instructional Systems Technology program in the Department of Educational Leadership revised courses and created networking opportunity for students: (a) In EIST 6135, an Evaluation Rubric for Technology facilitators was added to the curriculum; (b) IST created networking opportunities for students in the school specialist concentration; and (c) a Leadership Module for instructional Technologist was added to EIST 6100/5100.

3. Middle Secondary Education has been innovative in providing support to its candidates. As a result of such innovation and support the percentage of MDSK candidates who reach the “benchmark” edTPA passing score recommended by Pearson continues to increase. In fall 2014 the percentage of MDSK candidates passing edTPA across our 12 licensing areas was 74.8, compared with 85.6% in spring 2016. The increase is even more dramatic in regard to specific licensure areas. For example, in fall 2014 only 1/3 of our middle grades math candidates passed, whereas 100% passed in fall 2016. With respect to middle grades English Language Arts, 57.1% passed edTPA in fall 2015, compared with 80% in fall 2016. While analyzing edTPA data last year we noticed that results vary by program and that each licensure area is unique and thus needs differentiated support. Itemized below are examples of additional modifications made this year to meet the unique needs of individual licensure areas:

- We increased the number of trained edTPA scorers in the department. This year Michelle Stephan (math) and Warren DiBiase (science) completed edTPA training, and are now both official Pearson scorers. Having a trained scorer of science portfolios was strategic in that our science scores are among our lowest.
- We offered content-clustered edTPA support seminars. This year we clustered our student teaching seminars by content area to provide tailored support. In other words, math and science teacher candidates all registered for the same section of the internship seminar led by an instructor with expertise in this area, and all English and social studies students enrolled in another section specific to them. This is a model that we have been using for multiple semesters with our foreign language and TESL interns, and they have consistently received the highest edTPA scores in the department.
- We offered edTPA workshops by trained edTPA scorers. We have trained edTPA scorers representing all licensure areas addressed in the department (math, science, English, social studies, foreign language, and TESL). This year we have taken further advantage of this expertise by seeking funding from the Dean’s Office to offer small stipends to these faculty members to provide intense edTPA workshops that are tailored to each program’s needs.
- Instead of offering 2 sections of our middle school/high school English methods course in the fall semester, we have decided to offer one section that is specific to middle grades English teachers, and another that is specific to high school English teachers. This allows us to offer more specific edTPA support and training.
- We hired Communication Consultants through the Communication across the Curriculum program (see details below) to provide additional support to candidates while they complete their edTPA portfolios. In spring 2017, MDSK strategically hired 3 consultants who were in phase II of our M.A.T program and who had previously successfully completed the edTPA portfolio. Further, the 3 consultants represented the diverse licensure areas represented in the Department (math/science, English language arts/social studies, and TESL/foreign language). In the content-clustered student teaching seminars these consultants provide support and feedback to students on their edTPA commentaries.

**4. Communication across the Curriculum (CxC).** To address Student Learning Outcome 5 for undergraduates (Candidates demonstrate proficiency in oral and written communication skills appropriate for educators), in MDSK we collect data on our candidates’ communication skills, yet we do not actually teach in our coursework, per se, how to communicate effectively as professionals. Further, each year we have a small number of teacher candidates at both the graduate and undergraduate levels that experience communication-related dispositional challenges in their clinical experiences or internship. For these reasons, MDSK is participating in a pilot Communication across the Curriculum (CxC) program in 2016/2017. The goals of our participation are 1) to prepare candidates to communicate appropriately in a professional setting; 2) prevent some of the communication-related dispositional challenges our candidates encounter each semester; and 3) better support our candidates in the successful completion of edTPA. After collecting data from students, faculty, principals, and cooperating teachers related to the type of professional communication skills our teacher candidates need to be successful in schools, we plan to use that data to develop online modules that target those skills and that will be infused across coursework in our initial licensure programs. Each module will consist of a screencast video that will include examples of communication skills, interviews with school partners, supervisors, and former candidates discussing the importance of communication “best practices”. Each screencast will be followed by a link to a survey that candidates will complete related to what they learned from the screencast and how they will use what they learned. Each screencast will also describe tasks that candidates are asked to complete at their assigned clinical observation site to practice the communication skill addressed in the module. These assignments will be linked directly to what would be expected at each level of the program and align with the course in which the candidate is enrolled. Finally, each course instructor in each of the first 3 semesters will debrief the clinical practice tasks with the candidates as a group following a detailed script to facilitate moderating the discussion. While we don’t plan to launch this pilot program until fall 2017, we have already hired three “Communication Consultants” with funds provided thru the CxC project. These consultants are already working with our candidates to support their communication skills and assisting in the development of the online modules, which we expect to have completed in summer 2017. Once the project is launched, we have a system in place which will allow us to monitor the impact this support has on candidate communication skills and edTPA scores.

#### **Major Accomplishments: Discussion:**

**Types of Accomplishments Discussed Above::** Student Success  
Faculty Success

## New Educational Programs

**Supporting Documentation:****Start:** 07/01/2016**End:** 06/30/2017**Progress:****Providing Department:** College of Education**Responsible Roles:****Cato College of Education****NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:****A1. Highlights Related to AA Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.:**

Attached Files

[Annual Report 2017 June 3](#)[Annual Report Highlights June 2017](#)**A2. Highlights Related to AA Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.:****A3. Highlights Related to AA Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.:****B. Examples of Data-Based Improvements During the Year:****Major Accomplishments: Discussion:****Types of Accomplishments Discussed Above::****Supporting Documentation:****Start:** 07/01/2016**End:** 06/30/2017**Progress:****Providing Department:** College of Education**Responsible Roles:**

## Counseling

**Department of Counseling****NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:****A1. Highlights Related to AA Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.:**

- The Department of Counseling during the 2016 calendar year produced 6 graduates from Ph.D. Program in Counselor Education and Supervision. The MA Counseling Program and three designated concentrations with the following number of graduated: 24 Clinical Mental Health Concentration, 15 School Counseling Concentration, 8-Addiction Counseling. In addition there were 11 Play Therapy Certificate graduates, and 10 graduates in Post Masters Certificate Program in School Counseling.
- The Department of Counseling in final stages of completing a Self-Study based on the 2016 CACREP Standards in all program areas. The deadline for submission is June 1, 2017. In order to be in compliance with the 2016 standards, programs made changes that will positively impact student learning.
- The Student Learning Outcomes in all program areas were revised to be in alignment with the 2016 CACREP Standard. Each SLO has multiple performance outcomes and measuring points.
- One MA student in the Addiction Concentration received the grant from National Board for Certified Counselors Minority Fellowship Program (NBCC MFP). This program supported by the Substance Abuse and Mental Health Services Administration (SAMHSA). Student received \$11,000 as a result of her ability to demonstrate knowledge of and experience with racially and ethnically diverse populations. Student also had to commit to providing substance abuse and addictions counseling services to underserved minority populations.
- The following students won the Jim Patterson Award: Ami Camp, PhD student, Laura Deasey, CMHC student and Emili Pickenpaugh, CMHC student (1k each). Donna Harrell, SCH, Pat Joplin, ADC student and Jennifer O'Brien, SCH student won the Sheila McCullough Scholarship (1K each).
- One US Military Veteran enrolled in MA Counseling Program received Veterans Graduate Assistantship sponsored by the graduate school.
- 43 out of 45 students (95.5%) successfully passed the National Counseling Exam with scores significantly higher than the national average.
- 60 MA students successfully passed the Counselor Preparatory Comprehensive Exam (CPCE) 91% pass rate.
- The Department of "Counseling changed the name of the Ph.D. program in the Department of Counseling from Ph.D. in Counseling" to Ph.D. in Counselor Education and Supervision."

- The department placed MA counseling intern students at Bethesda Health Center in Charlotte to provide counseling services to Spanish Speaking populations with the assistance of a translator. Students received weekly on-site counseling supervision and course supervision from a university instructor.
- Students enrolled in Practicum provided counseling services to inmates in the Mecklenburg County Jail under the supervision of Dr. Balog.
- Dr. Merlin received \$5,000 grant from Hornets Teacher Innovation that supported her research on "Diversity Dialogues with Students and Faculty".
- Drs. Lassiter and Culbreth are co-authors of two edited books in Addiction Counseling with a 2017 publication date.
- Dr. Lassiter received \$10,000 Governor Institute Grant from the NC Department of Health and Human Services awarded to students in the form of scholarships.
- Dr. Gutierrez submitted long form to create course on Couples Counseling.
- CSLG 6202/8202 Counseling Military Families and Children and CSLG 6204/8204 Counseling Military Veterans officially approved as new electives.

**A2. Highlights Related to AA Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.:**

- CSLG Faculty published 15 peer-reviewed manuscripts, 1 book (School Counseling in the 21st Century (6 eds), and 10 book chapters. Some of the journals included *Counselor Education and Supervision*, *The Professional Counselor*, *The Family Journal*, and *Counseling and Values*.
- CSLG faculty conducted 22 international/national presentations, 3 regional presentations, 7 state presentations, and numerous local presentations.
- Drs. Merlin and Lamberson received UNC Charlotte Faculty Research Grants.
- Dr. Merlin and Gutierrez both received grants from the Chancellor's Diversity Fund to host diversity focused events.
- Dr. Gutierrez was one of the Principal Investigators for a national grant titled "Improving Diabetes Control, Mental Health, and Self-Efficacy Among Latino Adults with Diabetes, R15-Grant \$437,600, National Institutes of Health, National Institute on Minority Health and Health Disparities.
- Dr. Gutierrez was a Primary Investigator of Fortaleciendo Familias: Marriage Enrichment for Latinos. R15 -Grant \$462,292, National Institutes of Health, National Institute on Minority Health and Health Disparities.
- Dr. Foxx voted the 2015-2016 Counselor Educator of the Year Award sponsored by the North Carolina School Counselor Association.
- Dr. Balog and another faculty member began the process of developing a Marriage and Family Concentration in the Department of Counseling.
- Several CSLG faculty members served as an editorial board member on national journals that included *Journal of Counseling & Development*, *Journal of Family Psychology*, *Counseling and Values*, *Journal of Addictions and Offender Counseling*, *Professional School Counseling Journal*, and *Journal of Applied Educational Policy and Research*.
- Dr. Lassiter served as Associate Editor of *Journal of Addictions and Offender Counseling*.
- Dr. Foxx attended Reach Higher Initiative, 2 White House Convenings, which were by invitation only.
- Dr. Post provided play therapy to elementary school-age students at a high need school in Rowan County.
- Nine faculty members experienced professional development opportunities by attending various professional state and national conferences.
- Dr. Lamberson was a member of the Academy for Research on Community Health, Engagement, and Services (ARCHES).

**A3. Highlights Related to AA Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.:**

- Dr. Guoierrez maintained his established partnership with Bethesda Health Center to provide counseling services to low income Spanish Speaking populations. This multicultural clinical training experience attracted significant media attention for the Cato College of Education and the Department of Counseling. This service project was discussed on NPR, in several Spanish Newspapers, and Latina FM -a premiere Spanish radio station.
- There is a 2017 two -day conference planned to address the issues encountered by Spanish speaking populations in greater depth.
- Dr. Culbreth continued discussion with leaders from Renaissance West about the possibility of creating clinic supported by CSLG faculty, master's, and doctoral students to serve clients from the community across the lifespan from early childhood to senior adults.
- Drs. Abrams, Harris, and Lamberson reviewed local external grants for Autism Speaks in October of 2016.
- Dr. Foxx and Merlin met with Project Lift leaders about future collaborative partnerships with selected schools.

- The Department of Counseling hosted three educational events: (1) the Dr. Jonnie H. McLeod Institute on Addiction-(58 attendees) May, 2016, (2) Special Topics in Play Therapy Conference, June, 2016, (192 Attendees) International expert and researcher, Garry Landreth-main presenter, and (3) The Bob Barret Distinguish Lecture Series on Multicultural Issues in Counseling Conference (52 Attendees).October, 2016.
- Dr. Abrams conducted a city wide presentation at Friendship Baptist Church on "Implicit Bias" during the time of the Scott shooting. The Mayor and other county and city officials were in attendance.
- Dr. Opiola in early stages of developing a partnership with a local charter school to provide play therapy services and to also conduct research.
- Dr. Opiola partnered with a local adoption agency that provides support to families post-adoption to provide training and potentially conduct research.
- Dr.Foxx continued established partnerships with two Charlotte Mecklenburg Schools.
- Drs. Foxx and Merlin provided workshops to school counselors from several local districts in the Charlotte area.

### **B. Examples of Data-Based Improvements During the Year:**

1. In an analysis of data of lower than expected grades on assignments in CSLG 71detail 41, instructors modified course assignments and explained/reviewed contents of the rubric in more detail to students with the intention to increase grade performance.The outcome was positive
2. Based upon 2016 data analysis from student program surveys, we created a specific section of CSLG 6111-Advanced Counseling Techniques and CSLG 7435 Internship in Counseling for school counseling students to provide them more specific training that would help them be successful in the school environment. This was a significant transition because providing counseling services to students in the school setting is often drastically different than the type of counseling provided to clients in the clinical mental health setting. The course evaluations were also outstanding.
3. At the end of course of study for doctoral students enrolled in the Counselor Education and Supervision program, they are required to take written comprehensive exams. Based on data analysis of previous results, the rubrics were revised for clarity with the intention to improve inter-rater reliability. In addition the questions were also revised to more efficiently align with the rubric. The intention of the change is for continuous improvement in the assessment of student learning.
4. As part of Department of Counseling CACREP Self-Study under the 2016 Standards numerous program changes were made to be in alignment with the standards. For example, rather than continued use of a statistically non-valid measure, the department began using the Counselor Competencies Scale (CCS-R) to evaluate student clinical skill development at multiple points during training. The CCS-R was selected because it is a psychometric valid and reliable measure that provides counselors and trainees with direct feedback related to their ability to demonstrate specific appropriate counseling skills in a manner that facilitates a therapeutic environment. This is an essential tool because on average, approximately 70-85 students participate in clinical field settings each semester.

### **Major Accomplishments: Discussion:**

**Types of Accomplishments Discussed Above::** External Partnerships  
 Student Success  
 Faculty Development

### **Supporting Documentation:**

**Start:** 07/01/2016

**End:** 06/30/2017

**Progress:**

**Providing Department:** Counseling

**Responsible Roles:**

## **Educational Leadership**

### **Annual Report: Educational Leadership**

**NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:**

**EDLD College-Level Annual Report**

- Two Graduate Certificates were approved during the 2016-2017 academic year: (a) Graduate Certificate in University and College Teaching and (b) Graduate Certification in Quantitative Analyses. Both programs will start admitting students in fall 2017. (2.02c)
- The revised Ed.D. Higher Education Concentration was launched in summer 2016. (2.01a)
- The M.Ed. in Curriculum and Supervision was revised to include a higher education focus--all changes were approved in March 2017. The program will be launched in fall 2018. This program, which includes courses that are cross-listed with the doctoral program, will increase our class sizes. (2.01a)
- Six Latino teacher leaders from CMS were recruited for the principal preparation program. (2.2b)
- Travel funds were provided to support student travel to professional conferences. A total of 9 Principal Fellows attended the North Carolina Association of School Administrators, and 7 doctoral students attended the North Carolina Association of Research in Education. (2.03b)
- Fifteen 2016 summer scholarships were given to students to work on finishing their dissertation and additional research support was provided to all students. (2.03a; 2.03b)
- Student engagement in scholarship included 14 student publications and 28 student presentations. (2.03a; 2.03b; 3.3a) (list is attached)
- Dr. Bob Algozzine was named the 2017 First Citizen Scholar. (3.1c)

### EDLD Faculty Highlights

- Dr. Bob Algozzine was named the 2017 First Citizen Scholar
- Dr. Jim Watson was elected as Chairman of the Gaston College Board of Trustees
- Dr. Ryan Miller was selected for the Early Career Faculty Workshop sponsored by ASHE and the Council on Advancement of Higher Education Programs (CAHEP)
- Drs. Ayesha Sadaf and Beth Oyarzun received the 2016 Online Learning Consortium (OLC) Effective Practice Award for her *Enhancing Cognitive Presence in Online Case Discussions with Question Based on the Practical Inquiry Model*
- Florence Martin is *mentor for early career faculty at the NSF AECT Early Career Symposium*
- Florence Martin was the first Teaching Fellow for the Cato College of Education
- Lisa Merriweather was the first Diversity Fellow for the Cato College of Education
- Lynn Ahlgrim-Delzell was awarded the Cato College of Education's Excellence in Research Award

### Student Highlights

- David Switzer (Alumni) for *UCEA Excellence in Educational Leadership Award*.
- Kiran Budhrani, (student in EdD program) received the Provost Teaching Scholarship

**A1. Highlights Related to AA Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.:**

**A2. Highlights Related to AA Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.:**

#### Instructional Systems Technology (MEd and Graduate Certificate)

The *Instructional Systems Technology* (IST) program, under the leadership of Drs. Florence Martin, Ayesha Sadaf, and Beth Oyarzun, had several major accomplishments this year.

1. The Graduate Certificate in University and College Teaching was approved in January 2017. Students are currently being admitted to start the program in fall 2017. (2.02c)
2. The Instructional Systems Technology program hosted their first Learning Leaders Forum with 25 learning leaders in May 2016, for an interactive discussion on the trends. (2.02a)
3. Five Instructional Systems Technology Courses received Quality Matters certification in 2016 (EIST 6170, EIST 6101, EIST 6110, EIST 6120, and EIST 6135). (2.02c)
4. The IST program numbers increased from 26 students in spring 2015 to 80 students in spring 2017. (2.02b)
5. Florence Martin participated in summer 2016 as a fellow with the Institute for Emerging Leadership in Online Learning (IELOL), which is a unique blended-learning leadership development program sponsored by Penn State and the Online Learning Consortium. (2.04a)

#### MSA/PCER School Administration and Principal Certification

The *Master in School Administration and Certificate* (MSA/PCER) program, under the leadership of Drs. Debra Morris, Jim Watson, Jim Bird, Rebecca Shore, and Tracey Benson, had several major accomplishments this year.

1. MSA program faculty recruited a new cohort of students in Iredell-Statesville Schools to begin in fall 2017. Gaston College and Kannapolis City Schools host UNCC cohorts that began in summer and fall 2016. There are 108 students enrolled in the program. (2.02b)
2. MSA launched an initiative to recruit under-represented Latino/a candidates for our MSA and PCER Programs. Five students were admitted to the Aspiring High School Principals' Program for the 2017 academic year and 1 Latino student was selected as a NC Principal Fellow. (2.02b)
3. Funds were provided to support the current Principal Fellows class to attend a state conference. (2.03b)

4. The Aspiring High School Principals' Program continues to grow each year and this year they have 25 students beginning summer II, 2017. (2.02b)
5. MSA faculty continued to be part of the National PLC in Boston in partnership with the Wallace Foundation and NCEA. (2.04b)
6. Recruitment materials (i.e., brochures, gift cards, etc.) were created to use for all programs in EDLD. (2.02b)
7. Facebook page was developed to maintain connection to students after they graduate. (2.02b)
8. UNCC had 7 candidates selected as Principal Fellows beginning fall 2017.

### EdD Program

The *EdD in Educational Leadership*, under the leadership of Drs. Jim Bird, Rebecca Shore, Mark D'Amico, Jim Watson, Tracey Benson, and Cathy Howell, had several major accomplishments this year.

1. The Higher Education Concentration of the Ed.D. in Educational Leadership was implemented in Summer 2016. (2.01a)
2. The M.Ed. in Curriculum and Supervision was revised to include higher education content--all changes were approved in March 2017. (2.01a)
3. The Superintendency and Curriculum and Supervision Concentrations of the Ed.D. in Educational Leadership are being revised based on expert review. (2.01b)
4. Six doctoral students were funded to attend the North Carolina Association of Research in Education (NCARE). (2.03b)
5. Fifteen summer scholarships were given to students to work on finishing their dissertation. (2.03a; 2.03b)
6. Fourteen students published in journals and 28 students presented at professional conferences. (2.03b) (list is attached)
7. Kiran Budhrani, student in EdD program, received the Provost Teaching Scholarship for fall 2016. (2.03c)

### PhD ERME Program

1. Nine students were admitted starting in fall 2017. (2.02b)
2. Recruitment plan, website, and course offerings have been developed. (2.02b)
3. Graduate certification in Quantitative Analyses was approved in March 2017. Students will be admitted starting in fall 2017.
4. Provost provided an additional two graduate assistants for 2017-2018 academic year (\$30,000). (2.03a)

### **A3. Highlights Related to AA Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.:**

#### Research Activities and the Center for Educational Measurement and Evaluation

*Research Grants and The Center for Education Measurement and Evaluation (CEME)* had the following accomplishments.

1. For the current year to date (7/1/16 to 1/31/17) EDLD had three awards totaling \$1,254,502. (3.01)
2. CEME sponsored the second annual AP Statistics Practice Exam. (3.01a)
3. CEME hosted the annual CEME reception at AERA. (3.02a)
4. CEME provided 129 hours of research consultation to Cato College of Education faculty (3.03a; 3.02a) (List is attached at end of report)
5. Drs. Bob Algozzine, Lynn Ahlgrim-Delzell, Jae Hoon Lim, and Chuang Wang provided research support to faculty across the College. (3.03a; 3.02a)

### **B. Examples of Data-Based Improvements During the Year:**

1. EDLD evaluated the 2016 summer efforts in trying to move students through the dissertation process (EdD students). The graduate school provided summer tuition support for 15 students taking ADMN 8999 (dissertation research) and EDLD paid three research faculty to work with five students each. Here is what has happened:
  - 7 students graduated (47%)
  - 4 students have defended proposal and scheduled to graduate before fall 2017 (27%)
  - 4 students have done little or nothing (27%)

We asked the three research faculty to evaluate each of the students, and the results correlate almost perfectly with the outcomes above. Students who have graduated or have defended their proposals were diligent and put in a lot of effort, while the other students did little to nothing in the summer.

These results suggest that the additional student resources were helpful and EDLD will continue to provide the additional summer support.

2. Based on survey feedback and course evaluations, the IST program revised courses and created networking opportunity for students: (a) In EIST 6135, an Evaluation Rubric for Technology facilitators was added to the curriculum; (b) IST created networking opportunities for students in the school specialist concentration; and (c) a Leadership Module for instructional Technologist was added to EIST 6100/5100.
3. In Charlotte Mecklenburg School System (CMS), there are only three Latino principals, but approximately 20% of the students are Latino. CMS Latino teacher leaders were recruited to participate in the intensive Aspiring Principals Program. Using student scholarship funds provided by the Graduate School and targeted recruitment by Drs. Watson and Morris, six Latino students will begin the principal preparation program in summer 2017.

## **EDUCATIONAL LEADERSHIP FACULTY PUBLICATIONS 2015-2016**

### **BOOKS PUBLISHED**

Shore, R. (2015). *Developing young minds: Conception to kindergarten*. Lanham, MD: Rowman & Littlefield Press. (246 pp)



Wang, C., Ma, W., & Martin, C. (2015). *Chinese education from the perspectives of American educators: Lessons learned from study-abroad experiences*. Charlotte, NC: Information Age Publishing.

### BOOK CHAPTERS--PUBLISHED

Algozzine, B., Anderson, K., & Baughan, C. (2016). Meeting student needs in an inclusive environment: Waiting for the change. In J. P. Bakken, & E. Obiakor, (Eds.), *General and special education inclusion in an age of change: Roles of professionals involved* (pp. 119-136). Bingley, UK: Emerald Group Publishing Limited. doi: 10.1108/S0270-401320160000032008

Choi, Y. & Lim, J. H. (2015). Korean newcomer youth's experiences of racial marginalization and internalization of the model minority myth. In Nicholas D. Hartlep & Porfilio, B. J. (Eds). *Killing the model minority stereotype: Asian American counterstories and complicity* (pp, 195-184). Charlotte: Information Age Publishing.

D'Amico, M. M. (2016). Community college workforce development in the student success era. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research*, Volume 31 (pp. 217-273). Cham, Switzerland: Springer. doi:10.1007/978-3-319-26829-3\_5

Huang, P., Wang, C., Xie, L. (2015). Self-efficacy beliefs and self-regulated learning strategies of Chinese students learning English as a second language and as a foreign language. In C. Wang, W. Ma, & C. Martin (Eds.), *Chinese education from the perspectives of American educators: Lessons learned from study-abroad experiences* (pp. 179-197). Charlotte, NC: Information Age Publishing.

Lambert, R. (2015). Student perceptions of the Chinese national college entrance examination system. In Wang, C., Ma, W., & Martin, C. *Chinese Education from the Perspectives of American Educators*. Charlotte, NC: Information Age Publishing.

Lambert, R. (2015). Preparing students with 21st century life skills in an age of globalization: In search of the middle ground. In Wang, C., Ma, W., & Martin, C. *Chinese Education from the Perspectives of American Educators*. Charlotte, NC: Information Age Publishing.

Martin, F. (2015). Elearning design: From instructional events to elements. In Khan, B. & Ally, M. (Eds). *The International Handbook of E-learning Volume 1* (pp.153-170). New York, NY: Routledge.

Martin, C., Polly, D., Wang, C., Lambert, R.G., & Pugalee, D.K. (2016). Primary grades' teachers' fidelity of implementation during mathematics professional development. In K. Dikilitas (Ed.), *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 33-52). Hershey, PA: IGI Global, DOI: 10.4018/978-1-4666-9471-2.ch003.

Martin, C., Wang, C., Ma, W. (2015). Conclusion: Implications for Chinese and American educational thinking and practices. In C. Wang, W. Ma, & C. Martin (Eds.), *Chinese education from the perspectives of American educators: Lessons learned from study-abroad experiences* (pp. 235-248). Charlotte, NC: Information Age Publishing.

Merriweather, L., Coffey, H., & Fitchett, P. (2016). Formally informal: Confronting race through public narratological pedagogy in a museum space. In D E. Clover, K. Sanford, L. Bell & K. Johnson (Eds.), *Adult education and museums: Social and cultural animation for change*. Rotterdam: Sense Publishing.

Merriweather, L., & Isaac, E. P. (2016). Popular culture, cultural relevancy, and the Black church. G. Stroehen (Ed.), *Metagogy: Toward a praxis for adult education in intercultural contexts*. Charlotte, NC: Information Age Publishing.

Mickelson, R., Bottia, M., Larimore, S., & Lambert, R. (2016). The effects of school composition on K-12 reading and math achievement. In Frankenberg, E., Garces, L., & Hopkins, M. (Eds.) *School Integration Matters: Research-based Strategies to Advance Equity*. New York, N.Y.: Teachers College Press.

Polly, D., Martin, C., Wang, C., Lambert, R.G., & Pugalee, D.K. (2016). Supporting the enactment of standards-based mathematics pedagogies: The cases of the CoDE-APLUS projects and I. In K. Dikilitas (Ed.), *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 139-151). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-9471-2.ch009.

Polly, D., Martin, C. S., Wang, C., Lambert, R., Pugalee, D. K., & Middleton, C. (2016). The influence of professional development on primary teachers' TPACK and use of formative assessment. In M. Niess, K. Hollebrands, & S. Driscoll (Eds.), *Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age*. (pp. 382-405). Hershey, PA: IGI Global. doi: 10.4018/978-1-5225-0120-6.ch015

Shore, R., M. Dunaway, & G. Campbell-Whatley (2016). Differentiating the common core curriculum. Chapter 9 in G. Campbell-Whatley, D. Hancock, and D. Dunaway, *A school leader's guide to implementing the common core* (137-158). Rutledge/Taylor Francis Group: United Kingdom.

Wang, C., Ma, W., & Martin, C. (2015). Introduction to Chinese and American education: History and current challenges. In C. Wang, W. Ma, & C. Martin (Eds.), *Chinese education from the perspectives of American educators: Lessons learned from study-abroad experiences* (pp. 1-18). Charlotte, NC: Information Age Publishing.

Wang, C., Hancock, D. & Campbell-Whatley, G.D. (2016). Data-driven formal and informal measures. In G. Campbell-Whatley, D. Hancock, and D. Dunaway, *A School Leader's Guide to Implementing the Common Core* (37-51). Rutledge/Taylor Francis Group: United Kingdom.

**BOOK CHAPTERS: IN-PRESS**

Banks, T., Obiakor, F. E., Beachum, F., Algozzine, B., & Warner, S. (in press). Preparing teachers and leaders for urban and rural special education in this age of change. In F. E. Obiakor, A. Rieger, & A. F. Rotatori (Eds.), *Critical issues in preparing effective early childhood special education teachers for the 21st century classroom: Interdisciplinary perspectives*. Charlotte, NC: Information Age Publishing.

D'Amico, M. M., Salas, S., González Canché, M. S., Rios-Aguilar, C., & Rutherford, G. F. (forthcoming). Ways of knowing, community/technical college workforce (re)development, and “el mundo de hoy.” In S. Salas & P. R. Portes (Eds.), *Latinization in American society: Perspectives on national and regional transformation*. Albany, NY: SUNY Press.

Fitchett, P., Lineback, S., McCarthy, C., & Lambert, R. (in press). Examining the relationship among teachers' working conditions, stress, and professional trajectory. In Petty, T., Good, A., & Putman, M. (eds.). *Handbook of Research on Professional Development for Quality Teaching and Learning*. Hershey, PA: IGI Global.

Martin, F. & Kumar, S. (In press). Frameworks for Assessing and evaluating e-learning courses and programs. In Piña, A.A., Walker, V., Harris, B.R. (Eds). *What the e-Learning Leader Needs to Know: Leading and Managing e-Learning*. Springer.

McCarthy, C., Lambert, R., & Fitchett, P. (in press). Teacher stress and coping. In Lontas, J. (ed.) *TESOL Encyclopedia of English Language Teaching*. Hoboken, N.J.: John Wiley & Sons, Inc.

Miller, R. A., Wynn, R. D., & Webb, K. W. (in press). Queering disability in higher education: Views from the intersections. In E. Kim & K. C. Aquino (Eds.), *Disability as diversity in higher education: Policies and practices to enhance student success* (pp. 33-46). New York, NY: Routledge.

Miller, R. A., Wynn, R. D., & Webb, K. W. (in press). Complicating “coming out”: Disclosing disability, gender, and sexuality in higher education. In S. L. Kerschbaum, L. T. Eisenman, & J. M. Jones (Eds.), *Negotiating disability: Disclosure and higher education*. Ann Arbor, MI: University of Michigan Press.

Shore, R. & Morris, D. (In Press). The unconference: A constructivist approach to professional development. *Handbook of Research on Teacher Education and Professional Development*. D. Polly & K Martin Editors.

Vaccaro, A. & Miller, R. A. (in press). Experiences of queer student leaders of color: Expanding leadership paradigms in higher education. In J. M. Johnson & G. C. Javier (Eds.), *Queer people of color in higher education*. Charlotte, NC: Information Age Publishing.

Wang, C. & Kim, D.-H. (In press). English language learners in Chinese high schools: Self-efficacy profiles. In M. Yip (Eds.), *Cognition, metacognition and academic performance: An East Asian perspective*. New York, NY: Routledge.

**REFEREED JOURNALS: PUBLISHED**

Ahlgrim-Delzell, L., Browder, D., Stanger, C., Wood, L., Kemp-Inman, A., & Preston, A. (2016). Systematic instruction of phonics skills using an iPad for students with developmental disabilities who are AAC users. *The Journal of Special Education*, 50, 86-97.\*

Ahlgrim-Delzell, L., & Rivera, C. (2015). A content comparison of literacy lessons from 2004 and 2010 for students with moderate and severe intellectual disability. *Exceptionality*, 23, 258-269.\*

Algozzine, B., Horner, R. H., Todd, A. W., Newton, J. S., Algozzine, K., & Cusumano, D. (2016). Measuring the process and outcomes of team problem solving. *Journal of Psychoeducational Assessment*, 34, 211-229. doi: 10.1177/0734282915592535

Algozzine, B., Spooner, F., Lo, Y.-y., & Anderson, K. (2016). The more things change, the more they stay the same: A JSE retrospective and prospective. *The Journal of Special Education*, 50, 3-4.

Algozzine, B., Sweeney, H. M., Choi, J. H., Horner, R., Sailor, W., McCart, A. B., Satter, A., & Lane, K. L. (2016). Development and preliminary technical adequacy of the Schoolwide Integrated Framework for Transformation Fidelity of Implementation Tool. *Journal of Psychoeducational Assessment*, 1-21. doi: 10.1177/0734282915626303

Anderson, K., Smith, J., Olsen, J., & Algozzine, B. (2015). Systematic alignment of dual teacher preparation. *Rural Special Education Quarterly*, 34, 30-36.

Binns, I. C., Polly, D., Conrad, J., & Algozzine, B. (2016). Student perceptions of a summer ventures in science and mathematics camp experience. *School Science and Mathematics*, 116, 420-429. doi:10.1111/ssm.12196

Booker, K., Campbell-Whatley, G., & Merriweather, L. (2016). The effects of diversity training on faculty and students' classroom experiences. *International Journal for the Scholarship of Teaching and Learning*, 10(1), Article 3.

Campbell-Whatley, G. D., Wang, C., Toms, O., & Williams, N. (2015). Factors affecting campus climate: Creating a welcoming environment. *New Waves Educational Research and Development*, 18(20), 40-52.

- Cho, C-S., Mazze, C. E., Dika, S. L., & Gehrig, G. B. (2015). Enhancing construction education: Implementing Habitat for Humanity projects as service-learning for construction materials. *International Journal of Construction Education and Research*, 11(1), 4-20. doi 10.1080/15578771.2014.915274\*
- Cho, Y., Kim, N., Lee, M., Lim, J. H., Han, H., & Park, H. Y. (2015). Married female leaders' struggles for a work and family balance: A case study in South Korea. *Human Resource Development International*, 18(5), 521-537.
- D'Amico, M. M., & Morgan, G. B. (2015). Turning data into information: Helping community colleges use existing data to advance student success. *Journal of Applied Educational and Policy Research*, 1(2), 77-81. Originally published as a part of the CEME Forum.
- D'Amico, M. M., Morgan, G. B., Katsinas, S. G., & Friedel, J. N. (2015). State director views on community college workforce development. *Career and Technical Education Research*, 39, 191-211.
- Dika, S. L., Alvarez, J., Santos, J., & Suarez, O. M. (2016). A social cognitive approach to understanding engineering career interest and expectations among underrepresented students in school-based clubs. *Journal of STEM Education*, 17(1), 31-36. Available from the Journal of STEM Education webpage, <http://www.jstem.org>
- Dika, S. L., & D'Amico, M. M. (2016). Early experiences and integration in the persistence of first-generation college students in STEM and non-STEM majors. *Journal of Research in Science Teaching*, 53, 368-383. doi:10.1002/tea.21301
- Dika, S. L., Siarzynski-Ferrer, K., Galloway, K., & D'Amico, M. M. (2015). Predicting the persistence of undeclared first-year and transfer students. *Journal of College Orientation and Transition*, 22(2), 23-39.
- Driscoll, L.G., Watson, J.R. (2015). State of the States: North Carolina. *Journal of Education Finance*, 40(3), 330-334.
- Hancock, R. D., Muller, U., Wang, C. (2015). Potential barriers to becoming a school principal: Perspectives of German and U.S. principals. *Educational Research*, 6(3), 74-84.
- Hancock, R. D., Muller, U., Wang, C. (2016). Motivating teachers to become school principals in the U.S.A. and Germany. *Journal of Global Research in Education and Social Science*, 7(2), 83-93.
- Kim, D. H., Lambert, R. G., & Burts, D. C. (2016). Are young dual language learners homogeneous? Identifying subgroups using latent class analysis. *The Journal of Educational Research*, DOI: 10.1080/00220671.2016.1190912.
- Kissau, S., Adams, M. J., & Algozzine, B. (2015). Middle school foreign language instruction: A missed opportunity? *Foreign Language Annals*, 48, 284-303.
- Lambert, R. Gallagher, P., & Abbott-Shim, M. (2015). An evaluation of the intensity of mentoring: Child outcomes. *Early Childhood Development and Care*, 185(8), 1314-1330. DOI: 10.1080/03004430.2014.992426
- Lambert, R., Kim, D.-H., & Burts, D. C. (2015). The measurement properties of the Teaching Strategies GOLD® assessment system. *Early Childhood Research Quarterly*, 33, 49-63.
- Lambert, R., McCarthy, C., Lineback, S., Reiser, J., & Fitchett, P. (2015). Identification of elementary teacher's risk for stress and vocational concerns using the national Schools and Staffing Survey. *Educational Policy Analysis Archives*, 23(43), <http://dx.doi.org/10.14507/epaa.v23.1792>.
- Lo, Y-y., Spooner, F., Anderson, K. & Algozzine, B. (2016). A snapshot from a time of continuous renewal and refinement in special education. *The Journal of Special Education*, 50, 131-132.
- Martin, F., & Carr, M. (2015). An exploratory study on K-12 teachers' use of technology and multimedia in the classroom, *iManagers Journal of Educational Technology*, 12(1), 7-14
- Martin, F., & Ertzberger, J. (2016). Effects of reflection type in the here and now mobile learning environment. *British Journal of Educational Technology*, 47(5), 932-944.
- Martin, F., & Ertzberger, J. (2016). Use of Fitness Bands by teachers in the classrooms. *Tech Trends*, 60 (4), 392-397.
- Martin, F., & Ndoye, A. (2016). Using Learning Analytics to Assess Student Learning in Online Courses. *Journal of University Teaching & Learning Practice*, 13(3), 1-20.
- Martin, F., Ndoye, A., & Wilkins, P. (2016). Using Learning Analytics to Enhance Student Learning in Online Courses Based on Quality Matters Standards. *Journal of Educational Technology Systems*, 45(2), 165-187.
- Martin, C., Polly, D., Wang, C., Lambert, R., & Pugalee, D. (2016). Perspectives and practices of elementary teachers using an internet-based formative assessment tool: The case of Assessing Mathematics Concepts. *International Journal for Technology in Mathematics Education*, 23(1), 3-12.
- Martin, C. S., Polly, D., McGee, J. R., Wang, C., & Lambert, R. G., Pugalee, D. (2015). Exploring the relationship between questioning, enacted mathematical tasks, and mathematical discourse in elementary school mathematics. *The Mathematics Educator*, 24 (2), 3-27.

- Martin, C., Polly, D., & Wang, C., Lambert, R., & Pugalee, D. (2016). Perspectives and practices of elementary teachers using an Internet-based formative assessment tool: The case of Assessing Mathematics Concepts. *International Journal for Teaching in Mathematics Education*, 23(1), 3-12.
- Martin, F., & Whitmer, J. (2016). Applying learning analytics to investigate timed release in online learning. *Technology, Knowledge and Learning*, (21), 59-74.
- McCarthy, C., Lambert, R., Lineback, S., Fitchett, P., & Baddouh, P. (2016). Assessing teacher appraisals and stress in the classroom: Review of the Classroom Appraisal of Resources and Demands. *Educational Psychology Review*, 28(3), 577-603, DOI: 10.1007/s10648-015-9322-6.
- McIntosh, K., Massar, M. M., Algozzine, R. F., George, H. P., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2016). Technical adequacy of the SWPBS Tiered Fidelity Inventory. *Journal of Positive Behavior Interventions*. DOI:10.1177/1098300716637193
- McMahon, B. (2015). *Possibilities for students at-risk: Schools as sites for personal transformations*. In *Education*. 22(2), 3-25.
- Miller, M. T., Grover, K. S., Deggs, D. M., D'Amico, M. M., Katsinas, S. G., & Adair, L. (2016). Adult education in community colleges: New challenges to old problems. *Journal of Adult Education*, 45(2), 1-6.
- Miller, R. A. (2015). "Sometimes you feel invisible": Performing queer/disabled in the university classroom. *The Educational Forum*, 79(4), 377-393. doi: 10.1080/00131725.2015.10684
- Miller, R. A. & Vaccaro, A. (2016). Queer student leaders of color: Leadership as authentic, collaborative, culturally competent. *Journal of Student Affairs Research and Practice*, 53(1), 39- 50. doi: 10.1080/19496591.2016.1087858
- Müller, U., Hancock, D., & Wang, C. (2015). Schulleitung – Nein Danke? Untersuchungen zur Motivation, Schulleiter zur werden oder zu bleiben. In: *Schulleitung und Schulentwicklung, Loseblattsammlung*, 22, April 2015, Stuttgart: Raabe Verlag, p. 1-22.
- Polly, D., Algozzine, R., Martin, C. S., & Mraz, M. (2015). Perceptions of the roles and responsibilities of elementary school mathematics coaches. *International Journal of Mentoring and Coaching in Education*, 4, 126-141. DOI: <http://dx.ido.org/10.1108/IJCME-08-2014-0030>
- Polly, D., Martin, C., McGee, J., Wang, C., Lambert, R., & Pugalee, D. (2016). Designing curriculum-based mathematics professional development for kindergarten teachers. *Early Childhood Education Journal*, DOI: 10.1007/s10643-016-0810-1.
- Polly, D., Martin, C., Wang, C., Lambert, R., & Pugalee, D. (2016). Primary grades teachers' instructional decisions during online mathematics professional development activities. *Early Childhood Education Journal*, 44, 275-287.
- Polly, D., McGee, J. R., Wang, C., Martin, C. S., Lambert, R. G., & Pugalee, D. F.(2015). Linking professional development, teacher outcomes, and student achievement: The case of a learner-centered mathematics program for elementary school teachers. *International Journal of Educational Research*, 72, 26-37.
- Putman, S. M., Wang, C., & Ki, S. (2015). Assessing the validity of the cross-cultural survey of online reading attitudes and behaviors with American and South Korean 5th and 6th grade students. *Journal of Psychoeducational Assessment*, 33, 403-418.
- Robinson, R., & Martin, F. (2015). Memoir writing instruction in an asynchronous format: A design and development research project. *Journal of Applied Instructional Design*, 5(1), 5-21.
- Sadaf, A., Newby, T. J., & Ertmer, P. A. (2016). An investigation of the factors that influence preservice teachers' intentions and actual integration of Web 2.0 Technologies. *Educational Technology Research and Development*. 64(1), 37-64.
- Shore, R. (2015). Stopping to quell the Rhoses: Bringing science vocabulary to life. *Kappa Delta Pi RECORD*, 51(4), 167-172.
- Shore, R. & Morris, D. *The Unconference: A Constructivist Approach to Professional Development in Handbook of Research on Teacher Education and Professional Development* by IGI Global, 2016.
- Shore, R., Ray, J. & Goolkasian, P. (2015). Applying cognitive science principles to improve retention of science vocabulary. *Learning Environments Research: An International Journal*, 18(2), 233 - 249. doi:10.1007/s10984-015-9178-1
- Simmons, B., & Martin, F. (2016). Perceived implementation barriers of a one-to-one computing initiative in a large urban school district: A Qualitative Approach, *iManagers Journal of Educational Technology*, 11(4), 26-38.
- Spooner, F., Algozzine, B., Lo, Y.-y., & Anderson, K. (2016). Views from the early days of compulsory special education. *The Journal of Special Education*, 50, 67-68.
- Spooner, F., Kemp-Inman, A., Ahlgrim-Delzell, L., Wood, L., & Davis, L. (2015). Generalization of literacy skills through portable technology for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 40, 52-70.\*
- Stanger, C., Mims, P., Wood, L., & Ahlgrim-Delzell, L. (2016). Supporting literacy achievement for students with intellectual disability and autism through curricular programs that incorporate assistive technology. *Assistive Technology Outcomes and Benefits Journal*, 10, 51-72.
- Wang, C. & Bird, J. (2015). Selecting statistical procedures for multi-level data: Examining relationships between principal authenticity and teacher trust and engagement. *Journal of Applied Educational and Policy Research*, 1(2), 70-76.

Zuo, H., & Wang, C. (2016). Understanding sources of self-efficacy of Chinese students learning English in an American institution. *Multicultural Learning and Teaching*, 11(1), 83-112.

#### REFEREED JOURNALS: IN-PRESS

Algozzine, B. (in press). Waiting for the change: A long and disappointing search for multiculturalism and inclusion. *Multicultural Learning and Teaching*.

Booker, K. C. & Lim, J. H. (In-Press). Belongingness and pedagogy: Engaging African American girls in middle school mathematics. *Youth and Society*. Advance online publication. doi: 10.1177/0044118X16652757

Campbell-Whatley, G., Merriweather, L., Lee, J., & Toms, O. (Accepted). Evaluation of Diversity and Multicultural Integration Training in Higher Education. *Journal of Applied Educational and Policy Research*.

D'Amico, M. M., Morgan, G. B., Katsinas, S. G., Adair, J. L., & Miller, M. T. (2016). A national analysis of noncredit community college education: Enrollment, funding, accountability, and contextual issues. *Community College Journal of Research and Practice*. Advance Online Publication. doi:10.1080/10668926.2016.1251349

Driscoll, L.G., Watson, J.R. (2016). State of the States: North Carolina. *Journal of Education Finance*.

Lambert, R. G., Kim, D.-H., & Burts, D. C. (In press). Differentiated rates of growth across latent classes of preschool dual language learners. *Bilingual Research Journal*.

Martin, F., Ahlgrim-Delzell, L., Budhrani, K. (In press). Two Decades (1995 to 2014) of Systematic Review of Research on Synchronous Online Learning. *American Journal of Distance Education*.

Martin, C. S., Lambert, R. G., Polly, D., Wang, C., & Pugalee, D. K. (in press). The measurement properties of the Assessing Math Concepts' assessments of primary students' number sense skills. *Journal of Applied Measurement*.

Martin, F., Polly, B., (In press). Global Standards for Enhancing Quality in Online Learning. *Quarterly Review of Distance Education*.

Martin, C. S., Polly, D., Wang, C., Lambert, R. G., & Pugalee, D. K. (in press). Perspectives and practices of elementary teachers using an internet-based formative assessment tool: The case of Assessing Mathematics Concepts. *International Journal for Technology in Mathematics Education*.

Miller, R. A. (in press). "My voice is definitely strongest in online communities": Students using social media for queer and disability identity-making. *Journal of College Student Development*.

Miller, R. A., Guida, T., Smith, S. L., Ferguson, S. K., & Medina, E. G. (in press). A balancing act: Whose interests do bias response teams serve? *The Review of Higher Education*.

Polly, D., Wang, C., Martin, C., Lambert, R., & Pugalee, D. (in press). The influence of an Internet-based formative assessment tool on primary grades students' number sense achievement. *School Science and Mathematics*.

Rodriguez, S., Garbee, K., Miller, R. A., & Sáenz, V. B. (in press). Creating change, managing institutional resources: A qualitative analysis of how community colleges in Texas prioritize resources to provide targeted programming for Latino men. *Community College Journal of Research and Practice*.

\*Rosenbach, L. J., Flowers, C., Bird, J. J., & Algozzine, B. (May, 2017). An evaluation of a

strategic staffing initiative in a large urban school district. *Journal of Applied Educational and Policy Research*.

Sadaf, A. & Olesova, L. (In press). Enhancing Cognitive Presence in Online Case Discussions with Questions Based on the Practical Inquiry Model. *American Journal of Distance Education*.

Systematic review of two decades (1995 to 2014) of research on synchronous online learning. *The American Journal of Distance Education*.\*

Wang, C., & Bai, R. (in press). Chinese secondary school students' self-efficacy beliefs and self-regulated learning behaviors in learning English. *TESOL Quarterly*.

Wang, C., Hancock, R. D., & Muller, U. (in press). Factorial and item-level invariance of a principal perspectives survey: German and U.S. principals. *Journal of Applied Measurement*.

#### NON-REFEREED JOURNALS

Benson, T. (2015). Lessons from Ferguson: Leadership in Times of Civil Unrest, *Harvard Education Press*

Boykin, J., Leitheiser, J., & Martin, F. (2015). The HPT model applied to a yoga studio's performance. *Performance Improvement*, 54(1), 28-38.

Hayes, R., Godwin, C., Butts, D., & Martin, F. (2015). The HPT model applied to a boutique style online retail store. *Performance Improvement*, 54(7), 26-33.

Martin, F. (In press). Human performance technology in the training and development concentration at UNC Charlotte's instructional system technology program. *Performance Improvement*.

#### OTHER PUBLICATIONS NOT PREVIOUSLY INCLUDED

Armstrong, D. & McMahon, B. (2017). *Series editors' preface*. In Valtierra, T. Teach & Thrive: Wisdom from an Urban Teacher's Career Narrative In the series Armstrong, D. & McMahon, B. (Eds.). Critical Perspectives on Research, Theory, Policy, and Practice in Urban Education. Charlotte, NC: Information Age.

Armstrong, D. & McMahon, B. (2016). *Series editors' preface*. In Ryan, J. & Armstrong, D. (Eds.). Working with(out) the system: Educational leadership, micropolitics, and social justice. In the series Armstrong, D. & McMahon, B. (Eds.). Critical Perspectives on Research, Theory, Policy, and Practice in Urban Education. Charlotte, NC: Information Age. Charlotte, NC: Information Age Publishing.

Browder, D., Ahlgrim-Dezell, L., & Wood, L. (2015). Early Reading Skills Builder. Verona, WI: The Attainment Company.

Shore, R. (2016). God winks on a changing China. *Life in PCC monthly magazine*.

#### STUDENT ENGAGEMENT IN SCHOLARSHIP

##### EDUCATIONAL LEADERSHIP

2015-2017

##### PAPERS PUBLISHED

**Boula, J., Morgan, K., Morrissey, C., & Shore, R.** (2017). How do students understand new ideas? In response to the Deans for Impact Report (DFI). *Journal of Applied Educational and Policy Research*, 3(1), 5-13.

**Carney, T., Moree, J., & Kennedy, Y.** (2017). How do students solve problems? In response to the Deans for Impact Report, The Science of Learning. *Journal of Applied Educational and Policy Research*, 3(1), 44-52.

Fitchett, P., **Lineback, S.**, McCarthy, C., & Lambert, R. (2017). Examining the relationship among teachers' working conditions, stress, and professional trajectory. In Petty, T., Good, A., & Putman, M. (eds.). *Handbook of Research on Professional Development for Quality Teaching and Learning*. Hershey, PA: IGI Global.

**Kennedy, Y., Carney, T. & Moree, J.** (2017). How do students solve problems? In response to the Deans for Impact Report, The Science of Learning. *Journal of Applied Educational and Policy Research*, 3(1), 37-43.

**Leahy, M. M., Shore, R. & Lambert R. G.** (2017). Myths or misnomers: Research-based realities in the classroom literature review for Deans for Impact (2015). *Journal of Applied Educational and Policy Research*, 3(1), 81-90.

**Leahy, M. M., Shore, R. & Lambert R. G.** (2017). Teachers can untangle the truth from myth in the classroom: Using an interdisciplinary approach to "developing the brain." An application of Deans for Impact (2015). *Journal of Applied Educational and Policy Research*, 3(1), 90-95.

McCarthy, C., Lambert, R., **Lineback, S.**, Fitchett, P., & **Baddouh, P.** (2016). Assessing teacher appraisals and stress in the classroom: Review of the Classroom Appraisal of Resources and Demands. *Educational Psychology Review*, 28(3), 577-603, DOI: 10.1007/s10648-015-9322-6.

**Morrissey, C., Boula, J., & Morgan, K.** (2017). Application of the Deans for Impact Report, The Science of Learning, How do students understand new ideas?. *Journal of Applied Educational and Policy Research*, 3(1), 14-20.

**Perrell, A., Erdi, J., & Kasay, T.** (2017). What motivates students to learn? Applications for all classroom levels. *Journal of Applied Educational and Policy Research*, 3(1), 73-80.

**Perrell, A., Erdi, J., & Kasay, T.** (2017). What motivates students to learn? Exploring the research on motivation. *Journal of Applied Educational and Policy Research*, 3(1), 65-72.

**Spaulding, B., Thomas, D., Yearta, C., Miller, A., & Shore, R.** (2017). How do students learn and retain new information? A practical application of Deans for Impact Report, The Science of Learning. *Journal of Applied Educational and Policy Research*, 3(1), 30-36.



**Spaulding, B., Thomas, D., Yearta, C., & Miller, A.** (2017). How do students learn and retain new information? A response to the Deans for Impact Report, The Science of Learning. *Journal of Applied Educational and Policy Research*, 3(1), 21-29.

**Wells, R. W. & Le, T. M.** (2017). The science of learning: Practical applications for transferring learning in the K-12 and higher education settings. *Journal of Applied Educational and Policy Research*, 3(1), 59-64.

**Wells, R. W. & Le, T. M.** (2017). The science of learning: Transferring learning to novel problems. *Journal of Applied Educational and Policy Research*, 3(1), 53-58.

## PRESENTATIONS

**Baddouh, P., Ferrara, A., Lambert, R., & Merrill, E.** (February, 2017). *An Examination of the Implementation of a Statewide Kindergarten Electronic Portfolio Assessment*, Paper presentation to the Annual Meeting of the North Carolina Association for Research in Education, Raleigh, NC.

**Baddouh, P., Lambert, R., & Ferrara, A.** (April, 2017). *An Examination of the Implementation of a Statewide Kindergarten Electronic Portfolio Assessment*, Paper presentation to the Annual

Meeting of the American Educational Research Association, San Antonio, TX.

Correa, V.I., Algozzine, K., Algozzine, B. & **Muharib, R.** (November, 2016). *Partnership with families*. A presentation at Teacher Education Division (TED) conference, Lexington, KY

Correa, V.I., Algozzine, K., D'Amico, M., & **Muharib, R.** (August, 2016). *The Importance of Family Voices in Informing Faculty about the Preparation of Early Childhood Educators*. A presentation at Metrolina Early Childhood Collaborative (MECC), Charlotte, NC.

Correa, V.I., Algozzine, K., D'Amico, M., & **Muharib, R.** (August, 2016). *The Importance of Family Voices in Informing Faculty about the Preparation of Early Childhood Educators*. A poster session at Office of Special Education Programs (OSEP), Washington, D.C.

D'Amico, M., Correa, V., Monteith, K., Dunst, D., Yantz, E., & Hopkins, C. (October, 2016). *The Advancing Community College Efforts in Paraprofessional Training (ACCEPT Project): A Community College-University Grant Partnership that Works*. A presentation at the NC Community College System Conference, Raleigh, NC.

**Ferrara, A., Merrill, E., Lambert, R., & Baddouh, P.** (April, 2017). *Effects of District-Specific*

*Professional Development on Teacher Perceptions of a Statewide Kindergarten Formative Assessment*, Paper presentation to the Annual Meeting of the American Educational Research

Association, San Antonio, TX.

Fitchett, P., Lambert, R., McCarthy, C., **Eyal, M., & Hopper, E.** (April, 2017). *Examining Teacher Stress and Vocational Concerns: Does Cultural Congruence Matter?*, Paper presentation to the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Lambert, R., Fitchett, P., McCarthy, C., **Boyle, L., Eyal, M., & Fisher, T.** (April, 2017). *Examination of Educational and Contextual Factors Associated with Secondary Teachers' Risk for Occupational Stress*, Paper presentation to the Annual Meeting of the American Educational Research Association, San Antonio, TX.

**Leahy, M.M.** (March, 2017). *Skills and characteristics of sustained public charter school leaders in successful North Carolina public charter schools*. A paper presentation for The Graduate and Professional Student Government: 17th Annual Graduate Research Symposium at UNC Charlotte, Charlotte, NC.

**Leahy, M.M.** (March, 2017). *Skills and characteristics of sustained public charter school leaders in successful North Carolina public charter schools*. A poster presentation for Faculty & Graduate Student Research Symposium: Department of Middle, Secondary & K-12, Charlotte, NC.

**Leahy, M.M.** (February, 2017). *Skills and characteristics of sustained public charter school leaders in successful North Carolina public charter schools*. A paper presentation for North Carolina Association for Research in Education: Educational Research as Public Scholarship, Chapel Hill, NC.

**Leahy, M.M.** (March, 2016). *Skills and characteristics of successful charter school leaders: lessons from two sustained successful charter school leaders*. A poster presentation for The Graduate and Professional Student Government: 16th Annual Graduate Research Symposium at UNC Charlotte, Charlotte, NC.

**Leahy, M.M.** (February, 2016). *Skills and characteristics of successful charter school leaders: lessons from two sustained successful charter school leaders*. A poster presentation for North Carolina Association for Research in Education: Educational Research as Public Scholarship at UNC Charlotte, Charlotte, NC

Morris, D., Shore, R., Benson, T., **Nelson, E.** (2017). *The aspiring high school principal program: Strengthening the principal pipeline through PD*. Presented at the National Association for Professional Development Schools 2017 Conference, March 9, 2017, Washington D.C.

**Muharib, R.** (2017, March). *Virtual Database of the ACCEPT Project for Early Childhood Educators*. A presentation session at the American Council on Rural Special Education (ACRES) conference, Asheville, NC.

**Muharib, R.** (2017, March). *Families of Children with Disabilities' Perspectives in Terms of Preparing Early Childhood Practitioners*. A poster session at the American Council on Rural Special Education (ACRES) conference, Asheville, NC.

**Muharib, R.** (2017, January). *Preparing Early Childhood Educators: What Are the Perspectives of Parents of Children with Disabilities?* A presentation at the 18<sup>th</sup> International Conference on Autism, Intellectual Disability, and Developmental Disabilities (DADD), Clearwater Beach, FL.

**Muharib, R.** & Correa, V.I. (November, 2016). *The ACCEPT Project*. A poster session at Teacher Education Division (TED) conference, Lexington, KY.

**Muharib, R.,** & Correa, V.I. (October, 2016). *Parents of children with disabilities informing faculty about preparing early childhood educators*. A poster session at Annual Early Childhood Research Symposium, Charlotte, NC.

**Muharib, R.,** & Correa, V.I. (August, 2016). *Early Childhood Searchable Database (The ACCEPT Project)*. A poster session at Metrolina Early Childhood Collaborative (MECC), Charlotte, NC.

**Muharib, R.,** & Correa, V.I. (August, 2016). *Early Childhood Searchable Database (The ACCEPT Project)*. A poster session at Office of Special Education Programs (OSEP), Washington, D.C.

**Nguyen, N.** (February, 2017). *Vietnamese American students' experiences of engagement on college campuses in the United States*. A paper presentation for North Carolina Association for Research in Education: Educational Research as Public Scholarship, Chapel Hill, NC.

**Nguyen, N.** (March, 2017). *Vietnamese American students' experiences of engagement on college campuses in the United States*. Winthrop Conference on Teaching and Learning, Rock Hill, SC.

**Nguyen, N.** & **Pouraskari, N.** (April, 2016). *Female transfer engineering students, stay or leave?* A poster session at the Graduate Research Symposium – UNC Charlotte, Charlotte, NC.

**Pouraskari, N.** (April, 2016). *Islamophobia and female Muslim college students*. A poster presentation for North Carolina Association for Research in Education: Educational Research as Public Scholarship, Chapel Hill, NC.

**Pouraskari, N.** (February, 2017). *Female non-tenured faculty in higher education*. A poster presentation for North Carolina Association for Research in Education: Educational Research as Public Scholarship, Chapel Hill, NC.

Shore, R., Morris, D., Watson, J., **Glascow, J.** (2017). *The unconference: A constructivist approach to PD*. Presented at the National Association for Professional Development Schools 2017 Conference, March 9, 2017, Washington D.C

#### PRESENTATIONS ACCEPTED

**Muharib, R.** (2017, June). *Comprehensive Virtual Database for Professionals Working with Children with Developmental Disabilities*. A poster session at the American Association on Intellectual and Developmental Disabilities [AAIDD], Hartford, CT. (Accepted)

**Muharib, R.** (2017, April). *Early Childhood Searchable Database*. A poster session at the Council for Exceptional Children (CEC) Convention, Boston, MA. (Accepted)

**Muharib, R.,** & **Montieth, K.** (2017, April). *Improving Family Partnership through Teacher Preparation*. A paper presented at the Council for Exceptional Children (CEC) convention, Boston, MA. (Accepted)

#### PRESENTATIONS SUBMITTED

Algozzine, K & **Muharib, R.** (2017, September). *Free Website for Early Childhood Recommended Practices*. A paper session at NC Association for the Education of Young Children (NCAeYC) Annual Conference, Raleigh, NC. (Submitted)

**Muharib, R.** (2017, August). *Partnership with Community Colleges: A Collaboration Model to Embed Early Childhood Special Education Content*. A paper session at the Association of Teacher Educators [ATE] Summer Conference, Hartford, CT. (Submitted)



**Muharib, R.** (2017, August). *Knowledge and Skills Needed in Early Childhood Teachers: Perspectives of Parents of Children with Disabilities*. A paper session at the Association of Teacher Educators [ATE] Summer Conference, Hartford, CT. (Submitted)

**Muharib, R.** (2017, August). *ACCEPT Project Website: A Free, User-Friendly Tool for Evidence Based Practices in Early Childhood*. A poster session at the Association of Teacher Educators [ATE] Summer Conference, Hartford, CT. (Submitted)

**Muharib, R.** (2017, June). *Virtual Evidence-Based Resources for Early Childhood Professionals*. A poster session at the NAEYC's 2017 Professional Learning Institute, San Francisco, CA. (Submitted)

**Muharib, R.** (2017, June). *What Do Parents Need from Early Childhood Teacher Preparation Programs?* A paper session at the NAEYC's 2017 Professional Learning Institute, San Francisco, CA. (Submitted)

**Muharib, R.** (2017, June). *Searchable Database on Early Childhood*. A poster session at the New England Early Intervention Conference, Portland, ME. (Submitted)

**Muharib, R.** (2017, June). *Parents of Children with Disabilities Have a Voice in EC Teacher Preparation*. A paper session at the New England Early Intervention Conference, Portland, ME. (Submitted)

**Muharib, R. & Algozzine, K.** (2017, September). *Most Needed Skills in Early Childhood Teachers from Parents of Children with Disabilities' Perspectives*. A paper session at NC Association for the Education of Young Children (NCAeYC) Annual Conference, Raleigh, NC. (Submitted)

#### **CEME Activities and Time Commitment**

Date	Activity	Hours
7/19/2016	Research mentoring meeting with Daniel Gutierrez.	1
8/3/2016	Obtained extra statistics textbooks from colleagues who are authors and distributed them to Research faculty.	0.5
8/3/2016	Talked with Tracy Benson about setting up mentoring meetings.	0.5
8/4/2016	Distributed 3 classroom sets of statistics textbooks to high school teachers in CMS, Union, and Hoke Counties.	0.5
8/5/2016	Discussed setting up a new faculty workshop for Counseling faculty with Hank Harris.	0.5
8/8/2016	Met with Rock Hill School District 3 about their MSP grant and about supporting their new AP Stats teacher at South Pointe HS.	2
8/9/2016	Reviewed manuscripts, reviewer comments, and made decisions about submissions for Dialog	2
8/11/2016	Met with Scott Kissau to discuss the evaluation section of a grant he is working on.	0.5
8/11/2016	Met with Bruce Taylor to interpret results from the Freedom School evaluation project and to work on new measures he is developing for use with FS partners.	1
8/12/2016	Met with AP Stats teacher from South Pointe HS in Rock Hill and distributed course materials and support materials to a new teacher.	1
8/12/2016	Met with Adriana Medina and Bernd Nuss from Waddell Language Academy to plan an evaluation study of the language immersion program and to receive data files for analysis.	2
8/22/2016	Met with Rebecca Shore to help her develop a writing plan for the coming year.	1
8/22/2016	Gave Tom Fisher advice and feedback about several studies currently being planned in OFE.	0.5
8/23/2016	Met with Jack Culbreth to provide feedback on reviewer comments he received regarding a research manuscript.	0.5
8/24/2016	Reviewed Dr. Do-Hong Kim's promotion dossier.	1
8/25/2016	Met with Do-Hong to give her feedback regarding improvements to the dossier.	0.5
8/26/2016	Calculated statistical power for an experiment being planned by faculty and students in Computer Informatics	1
8/30/2016	Helped Chuang Wang with a manuscript revision and a statistical question.	0.5
8/31/2016	Discussed with Daniel Gutierrez a question about a potential suppressor variable, and other issues with interpreting regression output	1
9/3/2016	Reviewed manuscripts, reviewer comments, and made decisions about submissions for Dialog	2
9/3/2016	Helped Jim McMullen analyze data from a survey research project	1
9/6/2016	Helped Paul Fitchett with a manuscript revision	1
9/6/2016	Helped Paul Fitchett with some data analysis tasks	1
9/7/2016	Helped Jim McMullen analyze data from a survey research project	2.5

9/8/2016	Reviewed manuscripts, reviewer comments, and made decisions about submissions for Dialog	2
9/9/2016	Helped Chuang Wang create scoring programs for some data from Chinese teachers and helped with research design and table creation	2
9/9/2016	Reviewed manuscripts, reviewer comments, and made decisions about submissions for Dialog	1
9/12/2016	Met with Rebecca Shore to give her feedback on several articles she is writing.	2
9/12/2016	Helped Jim McMullen analyze data from a survey research project.	1
9/12/2016	Conducted analyses for a report of surveys conducted for Providence Day School	3
9/13/2016	Helped Paul Fitchett with data analysis.	1
9/13/2016	Created tables and narrative for a report of surveys conducted for Providence Day School	3
9/15/2016	Assisted Chaung Wang with a question about hierarchical linear modeling.	0.5
9/19/2016	Assisted Tehia Glass with writing a report for the Providence Day School project.	1
9/19/2016	Gave Daniel Gutierrez assistance regarding a research design question.	0.5
9/20/2016	Helped Paul Fitchett with data analysis.	3.5
9/20/2016	Assisted Tehia Glass with writing a report for the Providence Day School project.	1
9/22/2016	Helped Vivian Correa interpret analyses that I conducted for her regarding dual language learners.	1
9/22/2016	Worked with Daniel Gutierrez on designing two new studies.	1.5
9/27/2016	Gave advice to Robin Rooney from UNC Chapel Hill about a needs assessment study she is conducting regarding the NC Childcare workforce.	1
9/27/2016	Helped Paul Fitchett with data analysis.	2
9/29/2016	Helped Tina Hefner update and modify tables for a manuscript she is resubmitting.	1
9/30/2016	Helped Jack Culbreth with a question about instrument scaling.	0.5
10/3/2016	Helped Tina Hefner with edits to a manuscript she is resubmitting.	1
10/4/2016	Helped Paul Fitchett with a manuscript revision and table construction.	1.5
10/4/2016	Gave Laura Hart advice about inter-rater reliability.	0.5
10/7/2016	Gave Laura Hart advice about inter-rater reliability.	1.5
10/7/2016	Helped Paul Fitchett with a question about centering in HLM.	0.5
10/13/2016	Gave Tina Hefner advice about an HLM analysis she submitted for publication and now has in revise and resubmit.	0.5
10/17/2016	Helped Maria Leahy and Rebecca Shore with revisions to a series of articles they are working on for a special issue of a journal.	1.5
10/20/2016	Helped a group of DBA doctoral students with an educational research modeling project for one of their quantitative methods courses.	1.5

10/21/2016	Helped Pam Lassiter with an issue related to editing a book.	0.5
10/21/2016	Helped Chuang Wang with data analysis for a teacher stress and coping project in China.	1.5
10/24/2016	Gave Tina Hefner advice about an HLM analysis she submitted for publication and now has in revise and resubmit.	1
10/24/2016	Helped Maria Leahy and Rebecca Shore with revisions to a series of articles they are working on for a special issue of a journal.	1.5
11/1/2016	Gave Tina Hefner advice about a propensity score matching study she is planning.	1
11/1/2016	Helped Jack Culbreth with developing score reports for one of his counseling courses.	1
11/8/2016	Helped Jack Culbreth with developing score reports for one of his counseling courses.	0.5
11/17/2016	Spoke in Jack Culbreth's class about assessment issues.	1.5
11/22/2016	Met with Rebecca Shore to help her with a Journal Special issue we are editing.	0.5
11/28/2016	Spoke to Pam Shue at NC DHHS about a mentoring program they are proposing to implement, giving her input based on our work with prek teachers.	1
11/28/2016	Met with Rebecca Shore to help her with a Journal Special issue we are editing.	1.5
12/13/2016	Helped Bruce Taylor with survey construction questions.	1
1/8/2017	Met with Pam Shue to help her with the design of several proposed professional development projects for ECE teachers.	1
1/11/2017	Gave Anne Cash feedback on a manuscript she is revising for resubmission.	2
1/12/2017	Helped Coreen McRea from Concord High School analyze data from a survey of students and parents.	1
1/14/2017	Met with Robin Rooney from FPG at UNC Chapel Hill to give her feedback on the design of professional development system for ECE teachers in NC.	3
1/14/2017	Met with Pam Shue to help her with the design of several proposed professional development projects for ECE teachers.	1.5
1/17/2017	Helped Coreen McRea from Concord High School analyze data from a survey of students and parents.	1
1/17/2017	Helped Faculty members from Bioinformatics develop and write an NSF grant proposal.	1
1/17/2017	Helped Adrianna Medina with analyzing the results of a survey.	0.5
1/23/2017	Helped Coreen McRea from Concord High School analyze data from a survey of students and parents.	1
1/23/2017	Helped Faculty members from Bioinformatics develop and write an NSF grant proposal.	1
1/26/2017	Helped Sandra Dika with an NSF proposal.	0.5
1/26/2017	Helped Coreen McRea from Concord High School analyze data from a survey of students and parents.	1

1/26/2017	Met with Daniel Gutierrez about career planning issues and about the design of a research study.	1
1/30/2017	Power calculation for Read Charlotte, helping to design a randomized trial of a literacy intervention.	1
2/2/2017	Helped Faculty members from Bioinformatics develop and write an NSF grant proposal.	1
2/7/2017	Conducted a workshop for AP Statistics teachers in Rock Hill public schools.	5
2/8/2017	Wrote one of the free response questions for the national AP Statistics practice test and develop the scoring rubric for Clemson University.	5
2/10/2017	Helped Tina Hefner with the design of a survey research study for a project she is conducting in Missouri.	0.5
2/15/2017	Answered further questions related to the meeting with Robin Rooney from FPG at UNC Chapel Hill.	1
2/24/2017	Helped Bruce Taylor with survey construction questions.	1
2/24/2017	Analyzed Ed TPA data for Laura Hart and met with her to plan future analyses and presentations.	2
3/7/2017	Helped Read Charlotte with advice concerning assessments for young children.	1
3/9/2017	Assisted the Isreali Science Foundation by reviewing a study design that would replicate one our teacher stress studies with an Isreali sample.	3
3/14/2017	Serving on the Mecklenburg Pre-K Pay for Success Intervention and Outcomes Working Group.	2
3/16/2017	Conducted statistical analyses for Laura Hart on the EDTPA data and met with her to talk through them.	3
3/16/2017	Helped Paul Fitchett with some data analysis tasks.	1
3/22/2017	Helped Laurie Campbell from University of Central Florida with an evaluation section of an NSF proposal.	1
3/23/2017	Helped Tina Heather with some data analysis tasks.	2
3/23/2017	Met with Mirsad Hadzikadic to help him design an agent based modeling simulation study.	1.5
3/24/2017	Reviewed AP Statistics Exam constructed response questions for the national practice exam for Christy Brown at Clemson university.	1.5
3/24/2017	Helped Sakib Miazi from Computer Informatics with a data analysis project.	1
3/29/2017	Conducted statistical analysis of edTPA data for Laura Hart	2
3/30/2017	Met with Laura Hart and Shawnee Wakeman to go over statistical analyses of edTPA data	2
3/31/2017	Helped Tina Hefner with copyediting a manuscript that has been accepted for publication.	1

**Major Accomplishments: Discussion:****Types of Accomplishments Discussed Above::****Supporting Documentation:****Start:** 07/01/2016**End:** 06/30/2017

**Progress:****Providing Department:** Educational Leadership**Responsible Roles:**

## Middle Grades, Secondary & K-12

### Annual Report: Department of Middle, Secondary, and K-12 Education

**NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:****A1. Highlights Related to AA Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.:**

MDSK offers an array of diverse programs that prepare educators, master teachers, and university educators to meet the intellectual, cultural, and economic needs of the region.

- MDSK's PhD in Curriculum and Instruction with an urban focus, has continued to grow. According to Institutional Research, there were 56 enrolled students in the program in fall 2014, compared with 71 students in spring 2017, representing a growth of 27%. The program is now the second largest doctoral program in the College, and its graduates now work at some of the most prestigious institutions in the country (e.g., Baylor University, Towson University, University of Pittsburgh, University of Louisiana Lafayette, and the University of South Dakota).
- MDSK offers an undergraduate Civic Minor in Urban Youth and Communities that continues to grow since its launch in 2013. According to Institutional Research, in spring 2013 there were 19 students enrolled in the program, and in spring 2017, there were 102, an increase of approximately 536%.
- MDSK offers an undergraduate Minor in Teaching English as a Second Language (TESL). The TESL Minor serves the critical need of preparing teacher candidates to meet the needs of the growing ESL population in the Charlotte area. State-level data have shown this is an area where many of our teacher candidates feel they need greater preparation. Since its launch, the Minor in TESL has grown from an enrollment of 10 students (spring 2014) to 23 students (spring 2017), a growth of 230%.
- Further responding to the need to better prepare area teachers to teach the growing ESL population in the Charlotte region, Drs. Scott Kissau, Lan Kolano, Michelle Stephan, and David Pugalee received a \$284,000 NC Quest Grant to offer professional development to K-5 teachers at high needs school with a large percentage of English language learners.
- Dr. Scott Kissau, MDSK Department Chair and Director of the Foreign Language Education Program, was recipient of the prestigious Anthony Papalia Award for Excellence in Teacher Education, a national award given to just one foreign language teacher educator per year from the American Council on the Teaching of Foreign Languages.

**A2. Highlights Related to AA Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.:**

- Initially funded by a Goodnight Foundation grant to provide an innovative and tailored M.Ed program to middle and secondary school teachers in Union County, the unique and highly successful on-site M.Ed program has since been expanded to include cohorts from Stanly and Rowan Counties. A fourth cohort in Iredell County is currently being recruited.
- The 2<sup>nd</sup> Biennial International Conference on Urban Education, organized and led by Dr. Chance Lewis, was held in November 2016 in Puerto Rico with more than 400 attendees from multiple countries.
- 2016 saw the largest graduating class of students (seven) in the PhD in Curriculum and Instruction - Urban Education concentration.
- In 2016, Dr. Paul Fitchett was awarded the COED Award for Excellence in Research.
- Dr. Chance Lewis was the 2016 recipient of the prestigious Harshini V. de Silva Graduate Mentor Award.
- A paper presented by multiple MDSK faculty members (Dr. Heather Coffey, Dr. Susan Harden, and Dr. Tina Heafner) was the recipient of the Outstanding Conference Submission Award by the Constructivist Theory, Research, and Practice Special Interest Group at the American Education Research Association annual conference.
- Dr. Chance Lewis has been named a finalist for the O. Max Gardner Faculty Award (UNC System Award) for the impact of research on the betterment of society.
- Dr. Charles Hutchison continues to serve as the editor of *Insights into Learning Disabilities journal*.
- Dr. Paul Fitchett serves as Associate Editor of *Theory & Research in Social Education* and Guest Editor of the *Journal of Social Studies Research*.
- A paper presented by Dr. Tina Heafner and Dr. Teresa Petty entitled, "Comparing Formative Supports of Graduate Candidates in Online and Face-to-Face Teacher Preparation Programs," received the SITE 2016 Outstanding Paper Award at the 2016 conference of the Society for Information Technology & Teacher Education.
- Dr. Scott Kissau, MDSK Department Chair and Director of the Foreign Language Education Program, was recipient of the prestigious Anthony Papalia Award for Excellence in Teacher Education, a national award given to just one foreign language teacher educator per year from the American Council on the Teaching of Foreign Languages.
- Dr. Lan Kolano was the 2016 recipient of the COED Faculty Diversity Award
- Dr. Tina Heafner was invited to attend the United States' Department of Education, Office of Educational Technology Advancing Educational Technology in Teacher Preparation Summit. (2016, December) at the White House.
- Dr. Tina Heafner was elected the new Vice-President of the National Council for the Social Studies. NCSS is an organization of approximately 20,000 members and represents social studies educators and scholars from across the nation. She will be the NCSS President from July 2019-2020.

**A3. Highlights Related to AA Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.:**

- Civic responsibility and community engagement are central components in all MDSK programs. As previously mentioned, MDSK has a rapidly growing Civic Minor in Urban Youth and Communities that has students learn through engagement with the community.
- MDSK faculty members continue to lead the COED Prospect for Success program that is intended to get freshman engaged in the university experience.
- Students in TESL 4204 and TESL 6204 participate each week in the second year of the North Star literacy tutoring initiative at Newell Elementary School where they read with ESL students.
- Civic engagement is also a central focus in the COED Prospect for Success, and particularly in EDUC 1100. As just one example, Dr. Susan Harden took a group of 11 freshman in EDUC 1100 via bus each week to Lebanon Road Elementary, a large elementary school with a high percentage of students deemed limited English proficient, to provide additional support to both students and teachers.
- Students in Dr. Heather Coffey's LBST 2215 spend hours each spring semester tutoring middle school participants in the AVID program at Walter G. Byers School in Uptown Charlotte, volunteering at a homeless shelter, and have volunteered to help restore a greenhouse at West Charlotte High School.
- Candidates in the PhD in the Curriculum and Instruction program spend many hours working with students and teachers at Turning Point Academy, a CMS school for students experiencing disciplinary challenges.
- In recognition of her outstanding work, Dr. Harden was nominated for a second time by the Provost's Office for a national award: *Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty*. Dr. Harden was also the recipient of the Leadership Charlotte Unsung Hero Award. This award is presented to an individual who works quietly behind the scenes for the good of Charlotte and whose leadership ability, while not publicly celebrated, is evident in his or her dedication and service to the community.
- In recognition of her outstanding work, Dr. Tina Harden was the recipient of the College of Education Award for Sustained Service to Public Schools, University of North Carolina at Charlotte, NC.
- Dr. Spencer Salas was appointment as a 2016-2018 Fulbright Alumni Ambassador (see, <http://www.cies.org/alumni-ambassadors>).
- MDSK faculty members (Dr. Scott Kissau & Dr. Hilary Dack) were part of a successful grant writing team that received a Belk Foundation Grant (\$230,000) to conduct a Teacher Education Institute in summer 2017 involving K-12 teachers and faculty members to re-design how we prepare our teacher candidates.
- Dr. Susan Harden received a Chancellor's Diversity Challenge grant to fund Nuevolution exhibit Tours and Dialogue Sessions for Students and Staff/Faculty Groups at the Levine Museum of the New South.
- Dr. Tina Heafner was the recipient of two Bill and Melinda Gates Foundation grants valued at approximately \$220,000 to provide professional development to history and social studies teachers.
- Drs. Scott Kissau, Lan Kolano, Michelle Stephan, and David Pugalee received a \$284,000 NC Quest Grant to offer professional development to K-5 teachers at three high needs school with a large percentage of English language learners (Newell Elementary, Lebanon Road Elementary, and Hidden Valley Elementary).
- We have expanded the highly successful Niner Clinical Immersion Schools (NCIS) program this year to include (at the middle/secondary level) Monroe HS in Union County, South Mecklenburg HS in CMS, and Albemarle Road Middle school. In spring 2017, we had our first TESL NCIS candidate. In 2015-16 there were a total of 23 MDSK candidates participating in the NCIS program. In 2016-17 the number has grown to 27. Further, the NCIS pilot that was initiated in MDSK has now grown to include other departments (REEL). There are now 30 ELED candidates participating.
- MDSK now oversees the University Writing Project, a branch of the National Writing Project. Under the leadership of Dr. Heather Coffey, the University Writing has enjoyed a very successful year, receiving multiple grants, organizing conferences and professional development for teachers, inviting guest speakers, and publishing related research.

### **B. Examples of Data-Based Improvements During the Year:**

A critical piece of the Department's efforts to build and sustain quality programs is to gather and analyze program-specific data and then make data-driven decisions. Starting in the fall of 2015, MDSK implemented official "Days Days" when all faculty members gather by program area, analyze data from the previous academic year, and discuss changes to be made to improve programs and learner outcomes. This year we have continued to refine how we go about reviewing and analyzing data. Instead of meeting as a large group, analyzing multiple sources of data, and reporting the main findings of the analysis, all in one meeting, this year, directors of the 14 different MDSK programs organized individual program meetings with affiliated faculty to analyze program-specific data, summarize findings, and make at least 1-2 data-driven decisions for the coming year. The main findings of the analysis were then reported to the entire MDSK department faculty at a spring department meeting. Listed below are 3 specific examples of data-driven decisions made as a result of last year's analysis. this past year in MDSK:

**EdTPA support.** MDSK has been innovative in providing support to its candidates. As a result of such innovation and support the percentage of MDSK candidates who reach the "benchmark" edTPA passing score recommended by Pearson continues to increase. In fall 2014 the percentage of MDSK candidates passing edTPA across our 12 licensing areas was 74.8, compared with 85.6% in spring 2016. The increase is even more dramatic in regard to specific licensure areas. For example, in fall 2014 only 1/3 of our middle grades math candidates passed, whereas 100% passed in fall 2016. With respect to middle grades English Language Arts, 57.1% passed edTPA in fall 2015, compared with 80% in fall 2016. While analyzing edTPA data last year we noticed that results vary by program and that each licensure area is unique and thus needs differentiated support. Itemized below are examples of additional modifications made this year to meet the unique needs of individual licensure areas:

1. We increased the number of trained edTPA scorers in the department. This year Michelle Stephan (math) and Warren DiBiase (science) completed edTPA training, and are now both official Pearson scorers. Having a trained scorer of science portfolios was strategic in that our science scores are among our lowest.
2. We offered content-clustered edTPA support seminars. This year we clustered our student teaching seminars by content area to provide tailored support. In other words, math and science teacher candidates all registered for the same section of the internship seminar led by an

instructor with expertise in this area, and all English and social studies students enrolled in another section specific to them. This is a model that we have been using for multiple semesters with our foreign language and TESL interns, and they have consistently received the highest edTPA scores in the department.

3. We offered edTPA workshops by trained edTPA scorers. We have trained edTPA scorers representing all licensure areas addressed in the department (math, science, English, social studies, foreign language, and TESL). This year we have taken further advantage of this expertise by seeking funding from the Dean's Office to offer small stipends to these faculty members to provide intense edTPA workshops that are tailored to each program's needs.
4. Instead of offering 2 sections of our middle school/high school English methods course in the fall semester, we have decided to offer one section that is specific to middle grades English teachers, and another that is specific to high school English teachers. This allows us to offer more specific edTPA support and training. We hired Communication Consultants through the Communication across the Curriculum program (see details below) to provide additional support to candidates while they complete their edTPA portfolios. In spring 2017, MDSK strategically hired 3 consultants who were in phase II of our M.A.T program and who had previously successfully completed the edTPA portfolio. Further, the 3 consultants represented the diverse licensure areas represented in the Department (math/science, English language arts/social studies, and TESL/foreign language). In the content-clustered student teaching seminars these consultants provide support and feedback to students on their edTPA commentaries.

**Clinical Experiences.** MDSK has led the College of Education in revising and improving clinical experiences in response to new national standards for teacher preparation programs.

- **NCIS.** To ensure that teacher candidates in initial licensure programs experience meaningful and enduring experiences that prepare them for their future classrooms, MDSK piloted the Niner Clinical Immersion School (NCIS) in 2015. NCIS has been an undeniable success, demonstrating benefits for both K-12 partners and MDSK teacher candidates. Reported benefits to K-12 partners include opportunities to “grow their own” teachers to fill future vacancies, providing tutors, proctors, and mentors to K-12 students, and developing K-12 teacher leadership among mentoring teachers. Benefits to MDSK teacher candidates include increased rapport with K-12 teachers, decreased uncertainty over clinical placements, working with a cadre of teachers to gain a variety of experiences, and increased job opportunities. As a result of its early success, MDSK has decided to expand the program and to recruit additional students and additional schools who wish to get involved. Our hope is that eventually all of our initial licensure candidates (both graduates and undergraduates) will be involved in this successful model.
- **Peer Mentoring Project.** Previous analyses of advanced program data revealed that we had no consistent, meaningful clinical experiences in our advanced licensure programs. This is highly problematic given that our accreditation standards (CAEP Standard 2) requires deep, meaningful, and mutually beneficial partnerships between K-12 partners and teacher preparation programs. In response to this limitation, we launched in spring 2017 the Peer Mentoring Project in all advanced methodology coursework in our M.A.T and M.Ed programs. As part of the project, master's degree candidates (mentors) are partnered with new and/or struggling practicing teachers (mentees) in a local school district to provide support and develop leadership skills. This assignment also involves the K-12 partners (mentees) evaluating the support provided by our candidates (mentors), which also addresses the CAEP standard that K-12 partners need to be involved in the assessment of our advanced candidates.

**Communication across the Curriculum (CxC).** To address Student Learning Outcome 5 for undergraduates (Candidates demonstrate proficiency in oral and written communication skills appropriate for educators), in MDSK we collect data on our candidates' communication skills, yet we do not actually teach in our coursework, per se, how to communicate effectively as professionals. Further, each year we have a small number of teacher candidates at both the graduate and undergraduate levels that experience communication-related dispositional challenges in their clinical experiences or internship. For these reasons, MDSK is participating in a pilot Communication across the Curriculum (CxC) program in 2016/2017. The goals of our participation are 1) to prepare candidates to communicate appropriately in a professional setting; 2) prevent some of the communication-related dispositional challenges our candidates encounter each semester; and 3) better support our candidates in the successful completion of edTPA. After collecting data from students, faculty, principals, and cooperating teachers related to the type of professional communication skills our teacher candidates need to be successful in schools, we plan to use that data to develop online modules that target those skills and that will be infused across coursework in our initial licensure programs. Each module will consist of a screencast video that will include examples of communication skills, interviews with school partners, supervisors, and former candidates discussing the importance of communication “best practices”. Each screencast will be followed by a link to a survey that candidates will complete related to what they learned from the screencast and how they will use what they learned. Each screencast will also describe tasks that candidates are asked to complete at their assigned clinical observation site to practice the communication skill addressed in the module. These assignments will be linked directly to what would be expected at each level of the program and align with the course in which the candidate is enrolled. Finally, each course instructor in each of the first 3 semesters will debrief the clinical practice tasks with the candidates as a group following a detailed script to facilitate moderating the discussion. While we don't plan to launch this pilot program until fall 2017, we have already hired three “Communication Consultants” with funds provided thru the CxC project. These consultants are already working with our candidates to support their communication skills and assisting in the development of the online modules, which we expect to have completed in summer 2017. Once the project is launched, we have a system in place which will allow us to monitor the impact this support has on candidate communication skills and edTPA scores.

**Major Accomplishments: Discussion:**

**Types of Accomplishments Discussed Above::**

**Supporting Documentation:**

**Start:** 07/01/2016

**End:** 06/30/2017



**Progress:****Providing Department:** Middle Grades, Secondary & K-12**Responsible Roles:** Scott Kissau (spkissau)

## Reading & Elementary ED

### Annual Report: Department of Reading and Elementary Education

**NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:****A1. Highlights Related to AA Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.:**

- The department continued to actively send candidates into the field to gain authentic experiences working with children in urban contexts. Over 100 undergraduate elementary education majors completed 10 hours of tutoring (each) in high need, low performing schools in the area. All sections of ELED 3120 required the course clinical experience to be conducted in a high minority, high poverty, high risk, urban elementary school. Finally, within the Integrated Methods Block, students spent two full weeks working in urban schools, including Title 1 schools, across the Charlotte area.
- The department has collaborated extensively with Dr. Laura Hart to begin implementation of the Niner Clinical Immersion School model in four districts (Charlotte-Mecklenburg, Cabarrus, Iredell-Statesville, and Union County). Graduate certificate students enrolling in coursework this summer will be able to complete all clinical experiences in schools or programs that are in close proximity to their geographic location, creating a potential opportunity to find employment in the community they currently reside.
- The department continues to offer candidates opportunities to study abroad. Students can now travel to South Africa, Germany, and Brazil to engage in cross-cultural experiences with students and teachers, developing valuable knowledge about working with diverse populations.

**A2. Highlights Related to AA Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.:**

- An article published in Reading Psychology highlighted the scholarly productivity of the READ faculty. Notably, the faculty was the only Research III (doctoral/research institution) in the top 25 institutions referenced in the article, as ranked by scholarly productivity in nine literacy journals from 2005-2012.
- The faculty in the department engaged in a variety of research with international partners. For example, six faculty members have ongoing partnerships with colleagues at the Ludwigsburg University of Education. Three faculty members have engaged with additional partners in projects in India, South Africa, and South Korea. The department also hosted a Fulbright Scholar from a partner institution, Stellenbosch University, from October through January. Various REEL faculty assisted with the scholar's research as they facilitated visits to 6 different schools, resulting in the collection of the student and teacher-level data necessary to address the research questions associated with the Fulbright proposal. The visit also enabled the department chair and the Associate Provost of International Programs to initiate discussions around an exchange program between UNC Charlotte and Stellenbosch University.
- Candidates in each of the department's graduate programs completed course projects focused on the practical application of research and data analysis in contexts of practice. The results were shared in various formats, including presentations at the state-level reading conference (NCRA) and to local administrators and colleagues within the candidates' schools. Projects included a behavioral intervention study, an action research investigation, and an in-depth analysis of students' mathematical thinking.

**A3. Highlights Related to AA Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.:**

- Dr. Bruce Taylor was selected for the 2016 Governor's Volunteer Service Award (Mecklenburg County). He was nominated for this honor by the United Way of Central Carolinas for his long-standing support and engagement with the organization.
- Under the direction of Drs. Bruce Taylor and Erin Miller, the success of America READS as both a community outreach program and as a means to engage students in outreach activities has increased. For example, the number of tutors has quadrupled, with over 50 federal work study tutors working with children at three different elementary schools sites. Recently, one tutor was also nominated for a university-wide student employee award for his leadership of tutors at Hidden Valley Elementary School.

**B. Examples of Data-Based Improvements During the Year:****Major Accomplishments: Discussion:****Types of Accomplishments Discussed Above::****Supporting Documentation:****Start:** 07/01/2016**End:** 06/30/2017**Progress:****Providing Department:** Reading & Elementary ED**Responsible Roles:**

### Reading and Elementary Education

**NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:****A1. Highlights Related to AA Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.:**

- The department collectively examined a variety of sources of data on several occasions during the academic year and began a complete review of the undergraduate program (B.A. in Elementary Education). To date, the result of the work has been the development of objective statements for five key areas (instructional design, assessment, diverse learners, technology, and classroom environment), the creation of a continuum of the skills and knowledge candidates will gain as they progress through the program, and numerous proposed revisions to the current program structure.
- The Department simultaneously enacted pilot programs to investigate changes to the Integrated Methods Block and Year-Long Internship. Within the former, the chair and faculty planned and implemented a schedule that blocked classes within a cohort model. Candidates were required to engage in clinical experiences a minimum of one day per week for 10 weeks at the school to which they were assigned. In addition, faculty periodically held class sessions on-site at the partner schools. Within the Year-Long Internship, the faculty collaborated to develop a scheduled break in formal class meetings, similar to that utilized in the traditional Integrated Methods Block, to allow candidates to spend two full weeks in an assigned school where they engaged in observation, instruction, and collected artifacts for the formative edTPA assessment.
- The department continued to actively send candidates into the field to gain authentic experiences working with children in urban contexts. Over 160 undergraduate elementary education majors completed 10 hours of tutoring (each) in high need, low performing schools in the area. All sections of ELED 3120 required the course clinical experience to be conducted in a high minority, high poverty, high risk, urban elementary school.
- To ensure adequate preparation of candidates to be knowledgeable teachers of reading, the department enacted curricular revisions to READ 3224 and READ 3226. These revisions included the reorganization of course content, alignment of course expectations with professional practices in the field, and an increased awareness of the content of the North Carolina Foundations of Reading exam. Furthermore, there was a greater focus on assessment, including requiring candidates to administer various assessments, analyze data, and enact changes instruction based on the analysis.
- Led by the chair of the Department of Reading and Elementary Education, Dr. Michael Putman, a task force composed of faculty from the College began revisions on the Cato College of Education's Honors Program.
- A team of faculty developed the Applied Understandings in Global Education Minor. The minor, which is currently being examined within the university's curricular review process, will develop candidates' knowledge of various global education systems and allow them to interact with diverse populations, both locally and through opportunities to travel abroad to study teacher education in international contexts. The proposed minor addresses several College goals, including the development of global and intercultural competencies of our candidates and increased education abroad opportunities.

**A2. Highlights Related to AA Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.:**

- The faculty in the department engaged in a variety of research with international partners. For example, six faculty members have ongoing partnerships with colleagues at the Ludwigsburg University of Education.
- Candidates in each of the department's graduate programs completed course projects focused on the practical application of research and data analysis in contexts of practice. The results were shared in various formats, including presentations at the state reading conference (NCRA) and to local administrators and colleagues within the candidates' schools. Projects included a behavioral intervention study, an action research investigation, and an in-depth analysis of students' mathematical thinking.
- Dr. Erik Byker was selected as a Global Teacher Education Fellow (one of five nationally), which will allow him to participate in professional development opportunities to design a Global Education Classroom for our candidates.

**A3. Highlights Related to AA Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.:**

- The Department of Reading and Elementary continues to demonstrate long-term commitments to public schools, including those in Charlotte-Mecklenburg Schools, Cabarrus County Schools, and Kannapolis City Schools (among others), as well as multiple charter schools in and around Charlotte.
- The faculty members within the department continued to impact the community through engagement with a diverse group of community partners, including Freedom School Partners, the United Way, Boys & Girls Clubs, YWCA, Bethlehem Head Start Center, and Race Matters for Juvenile Justice.

**B. Examples of Data-Based Improvements During the Year:**

- Data obtained from school partners through interviews and surveys revealed gaps in our candidates' capacity to integrate technology within instruction and their knowledge of effectively personalizing the curriculum for learners. As a result, course revisions to ELED 3111 have focused on how technology can be incorporated into various aspects of instructional planning and classroom activities to prepare the candidates to write new and modify existing lesson plans as well to organize their classroom to account for opportunities to use technology to personalize learning.
- EdTPA is an important artifact for assessing our candidates' preparation and performance and several activities resulted from data related to edTPA. First, candidate feedback regarding the implementation of the formative edTPA artifact within the first semester of the Year-Long Internship revealed a lack of cohesive development and support within coursework and among faculty, respectively. Through departmentalized planning, course instructors met and mapped out strategies, objectives, requirements, and instructional goals for each of the 4000 level courses. The result was an organization that established smoother transitions and greater support from one course to another. Candidates more also more effectively able to see connections between the tasks. Second, program faculty collaborated to modify edTPA student teaching workshops to emphasize and specifically target the areas and aspects of the various tasks where our candidates needed additional support, as revealed in analysis of multiple semesters' worth of summative scores and candidate feedback. For example, candidates were provided with a completed artifact and were requested to dissect the work sample and the rubric with reference to the rubric progression document. Candidates scored the sample and developed a rationale for their score, which was then checked against the content of the rubric

progression document. Faculty administering the workshop supported the candidates within the process and provided relevant feedback as necessary.

- Data collected within exit surveys of candidates within the M.Ed. in Reading Education program revealed candidate dissatisfaction with the content and classroom applicability of a course on children's literature offered within the program. As a result, faculty who teach within the program proposed and developed a more pedagogically-based course focused on the integration of multicultural literature.

**Major Accomplishments: Discussion:****Types of Accomplishments Discussed Above::** Student Success

New Educational Programs

New Student Support Programs

Student Access

External Public Relations/Outreach

**Supporting Documentation:****Start:** 07/01/2016**End:** 06/30/2017**Progress:****Providing Department:** Reading & Elementary ED**Responsible Roles:**